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ABSTRACT

The perceived leadership abilities of young adults residing in rural areas of North Dakota were assessed. Data were collected by use of a mail questionnaire sent to 578 young adults aged 18 to 40 residing in cities with a population of fewer than 2,500 and in those areas outside of towns and cities. About three-fourths of the respondents were between the ages of 20 and 35, slightly over one-half were female, and approximately two-thirds were married. Almost all had completed at least a high school education, two-thirds had completed some education beyond high school, and about one-fourth had completed a college degree. They perceived their leadership abilities as quite good. Leadership skills in the categories of general leadership and work-related leadership were perceived to be better than those in the categories of group leadership and speaking skills. The perceived leadership ability of female respondents in general tended to be higher than that of male respondents. Characteristics that made little difference on perceived leadership abilities were: marital status, children living at home, location where raised, living on a farm versus not living on a farm, and age. The amount of school completed made more difference in their perceived leadership ability than any other characteristic studied. Data is arrayed in nine tables. (The study instrument is appended.) (YLB)

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Project Number - ND 4901
Report No. 1

September 1986

ED275896

Leadership Ability of Young Rural Adults in North Dakota

by
Vernon D. Luft
Professor

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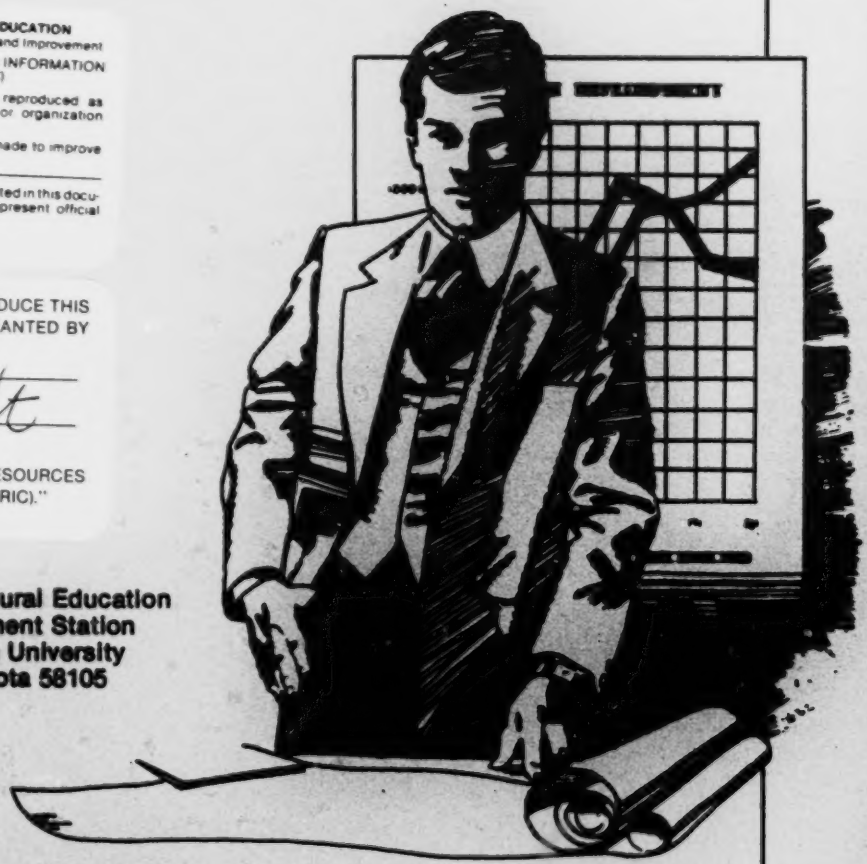

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LEADERSHIP ABILITY OF YOUNG RURAL ADULTS IN NORTH DAKOTA

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Project Number-ND 4901

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Report No. 1

PREFACE

This report constitutes one part of a larger study being conducted by the author and supported by the Agricultural Experiment Station of North Dakota State University. It contains only a portion of the data collected from October, 1984, through January, 1985. The remaining data will be analyzed and reported in another document.

The author wishes to extend his appreciation to the numerous individuals who helped make the completion of this part of the study possible. Special recognition is given to Lester E. Kelley, Assistant Director of the Drivers License Division, North Dakota Highway Department, for seeking and obtaining approval to acquire the sample from among licensed drivers; and to Arnie Arneson, Highway Department Data Processing Coordinator, for his programming work and for providing a random sample list and address labels.

Several individuals in the Department of Agricultural Education assisted in some way in the process of developing, reviewing, testing, mailing, receiving, and compiling the questionnaires. Thanks to Leon Schumacher, Mark Zidon, Bryan Olschlager, Dougou Keita, and Marcia Engel for their parts in accomplishing the above mentioned tasks. Appreciation is extended to Nancy Olson, department secretary, for her efficient work of key punching data into the computer and the word processing of this report. My special thanks to Dr. Donald Priebe, department chairman, for his advice, assistance, and support in the conduct of this research.

Appreciation is also extended to Curt Doetkott, research analyst, NDSU Computer Center, for his assistance in programming and data analysis. Finally, thanks to the 578 young adults who took the time to complete and return the questionnaire.

ABSTRACT

Luft, Vernon D. Leadership Ability of Young Rural Adults in North Dakota. Agricultural Experiment Station Project Number ND4901, Report No. 1. Department of Agricultural Education; North Dakota State University, Fargo, North Dakota. September, 1986.

Purpose and Objectives. The primary purpose of this study was to assess the perceived leadership abilities of young adults residing in rural areas of North Dakota. Specific objectives of the study were: 1) To identify selected biographical characteristics of young adults residing in rural areas of North Dakota such as age, sex, level of education, marital status, and size of family; 2) To determine the perceived leadership ability of young rural adults in North Dakota; and 3) To compare results of the perceived leadership ability of young rural adults using selected biographical characteristics as variables.

Method of Study. The population for this study was young adults (persons between the ages of 18 and 40) residing in rural (cities with a population of fewer than 2,500 and those areas outside of towns and cities) North Dakota. A systematic random sampling procedure was used by the Drivers License Division of the North Dakota Highway Department to produce a final sample of 1,500 names and addresses.

Data were collected by use of a mail survey questionnaire developed by the researcher. A total of 578 questionnaires were returned and used in analysis.

Data were analyzed using descriptive and inferential statistics. The t-test, analysis of variance, and Duncan's Multiple Range Test were used in analysis procedures.

Findings. About three-fourths of the respondents were between the ages of 20 and 35; slightly over one-half were female; and approximately two-thirds were married. Slightly more than one-half the respondents were raised on a farm, whereas the majority currently resides in a town or city. Almost all respondents completed at least a high school education; two-thirds compelted some education beyond high school; and about one-fourth completed a college degree.

Young adults residing in rural North Dakota tended to perceive their leadership abilities to be quite good. Leadership skills in the categories of General Leadership and Work Related Leadership were perceived to be better than those in the Group Leadership Skills and Speaking Skills. The Speaking Skills category was perceived to be their weakest area of leaderhsip.

The perceived leadership ability of female respondents in general tended to be higher than male respondents. However, males perceived themselves to have higher leadership ability in the Speaking Skills and Work Related Leadership categories.

Although single respondents perceived their leadership ability to be slightly higher than married respondents, a significant difference occurred in only a few skill statements. Whether or not respondents had children living at

home was another characteristic that made little difference on perceived leadership abilities. Those with no children living at home tended to perceive their leadership ability to be higher than those with children living at home.

The location where respondents were raised made very little difference on their perceived leadership ability. Respondents raised on a farm had slightly higher perceived leadership ability than those who were not raised on a farm. Respondents who were not living on a farm perceived their leadership ability to be higher than those who live on a farm.

Persons in the 24 year old and under age category perceived their leadership ability to be higher than other age groups on 40% of the skill statements. However, a significant difference was found on only nine items. Persons in the 35 year old and over category perceived their leadership ability to be higher than persons in the 25-29 and 30-34 age brackets.

The amount of school completed by respondents made more difference on their perceived leadership ability than any other characteristic studied. The more school completed, the higher the perceived leadership ability. Young rural adults who had completed 16 years of school or more perceived their leadership ability to be higher than those with less schooling. Those who had completed 13-15 years of school rated their level of leadership higher than those completing 12 years or less.

In summary, the greatest amount of difference in perceived leadership ability occurred between sexes (female being higher) and among various levels of school completed (higher leadership among those with higher levels of school completed). A profile of an individual with the highest level of leadership would be: female, single, no children living at home, raised on a farm, not currently living on a farm, 24 years old or less, and has completed 16 or more years of school.

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LEADERSHIP ABILITY OF YOUNG RURAL ADULTS IN NORTH DAKOTA

Vernon D. Luft

INTRODUCTION

Most communities, rural or urban, are in need of effective leaders to aid in meeting their goals and needs. Effective community leaders are increasingly necessary in today's complex and rapidly changing society. A problem facing rural communities is that the pool of individuals who are able to provide effective leadership is considerably smaller in number than in urban areas.

Leadership has been defined as "the means by which one or more persons aid a group in setting and attaining desirable goals" (Kreitlow et al, 1965, p. 57). Wills (1974) defined a leader as a person who has the ability to get others to act in a certain and definite way. Contrary to popular opinion, leadership characteristics are not inherited; they are developed over a period of time.

Agriculture is North Dakota's largest industry. Therefore, it is important for the industry to have strong leadership. This leadership is likely to originate from individuals in rural areas of the state. Rural communities and agriculture, civic, service, social, fraternal, and church organizations are only as strong as their leadership. Leaders or officers in many rural communities and organizations are sometimes selected by default. Sometimes leaders are selected because they missed the election meeting, could not decline the opportunity, and were elected. Oftentimes leaders in small communities or organizations are elected because they are willing to accept the responsibility. Gordon (1977) indicated that being a leader of a group doesn't necessarily make you an effective leader. You still have to perform to gain acceptance and have an influence on the behavior of the group.

Citizens in rural communities tend to have fewer opportunities to develop leadership abilities than do residents of urban communities. How then do the persons placed in leadership positions function effectively? Do they possess skills necessary to lead effectively? Where have they acquired their leadership abilities? This study was an attempt to answer some of these questions.

The Cooperative Extension Service and/or Colleges of Agriculture in the land grant universities of several states have been involved in conducting public affairs leadership development programs for rural leaders. The W. K. Kellogg Foundation of Battle Creek, Michigan, provided more than $4 million in financial assistance for programs conducted in Pennsylvania, California, Michigan, and Montana (Howell et al, 1982). Although these programs were determined to be successful, evidence is lacking which indicates the programs were developed based upon research that first determined the leadership needs of the people in those respective states. It would appear logical that an important prerequisite

to developing leadership programs would be to know the characteristics and current leadership capabilities of the potential participants.

In 1976, the National Advisory Council on Women's Educational Programs conducted a major investigation to determine the educational needs of rural women and girls in the United States. The investigation involved a series of four consultations by the Council in different locations around the country which gave rural women and girls a chance to speak out on their educational needs and concerns. Clarenbach (1977) reported the investigations suggested a need for expanded programs that developed processes for the identification of leadership and then helped with the translation of leadership experience and skills into political and public policy leadership.

Williams and Faulkner (1979) evaluated the impact on participants of the Kellogg Extension Education Project conducted in Montana. The Kellogg Extension Education Project was funded from the W. K. Kellogg Foundation for the purpose of increasing leadership skills of present and future leaders in Montana. Activities of the program ranged in intensity from a one-week training program to a study travel program of roughly four weeks' duration per year for a period of three years. The results reported indicate that participation in the Kellogg Extension Education Program positively affected participants' perceptions of their leadership abilities. A total of 81.9% of all participants reported that the program had made a difference in their lives. The data also suggested that participation in the program had a measurable impact on participants' exercise of leadership in public affairs activities.

Numerous studies have been conducted to evaluate the results of leadership development programs. However, few have been conducted which evaluate the leadership qualities of individuals prior to formal leadership development activities.

An understanding of the charcteristics, leadership qualities, and leadership development needs of young adults in rural North Dakota will be useful in determining the need for leadership development programs in the state. The information may subsequently prove to be useful in developing such programs. This data should be helpful in determining program content and method.

PURPOSE AND OBJECTIVES

The primary purpose of this study was to assess the perceived leadership abilities of young adults residing in rural areas of North Dakota.

Specific objectives of this study were:

1. To identify selected biographical characteristics of young adults residing in rural areas of North Dakota such as age, sex, level of education, marital status, and size of family.

2. To determine the perceived leadership ability of young rural adults in North Dakota.

3. To compare results of the perceived leadership ability of young rural adults using selected biographical characteristics as variables.

METHODOLOGY

Population and Sample

The target population for this study was young adults residing in rural North Dakota. For the purpose of this study, the researcher determined that young adults were considered to be those persons between the ages of 18 and 40. Rural areas were considered to be cities with a population of fewer than 2,500 and those areas outside of towns and cities.

According to the 1980 census, there were approximately 87,290 persons between the ages of 18 and 40 residing in rural North Dakota (Bureau of the Census, 1980). A sample size of 1,500 was desired for this study. This number far exceeded the necessary sample size according to Krejcie and Morgan (1970).

Because the record of licensed drivers represents the most complete list of persons between the ages of 18 and 40 in the state, permission was sought and granted by the Drivers License Division of the North Dakota Highway Department to obtain the sample from their list of licensed drivers. A systematic random sampling procedure was used to draw a sample of 2,000 names with addresses whose birthdays fell between January 1, 1944, and January 1, 1966; and whose addresses contained a zip code matching those of rural areas.

A total of 2,000 names was requested in an effort to reduce sampling error. The researcher was aware that some addresses might have been incomplete; people moved and forwarding addresses had expired; and some people moved out of the state. Of the 2,000 names and addresses supplied, 180 were eliminated because they were residents on military installations and were not considered appropriate to the sample criteria. A total of 1,820 persons remained in the sample.

Instrumentation

Data for this study were collected by use of a mail survey questionnaire (see Appendix). The questionnaire was developed by the researcher using related literature and previous research as a basis. Assistance was obtained from a panel of experts including an extension sociologist, former teachers of vocational agriculture, and agricultural education staff.

The questionnaire was divided into four parts. Part I asked respondents to provide background information. Part II consisted of 70 statements reflecting leadership characteristics. Respondents were asked to indicate their perceived leadership by indicating their level of agreement most descriptive of their feeling toward the statement. Available responses were on a Likert-type scale as follows: 1 = strongly disagree; 2 = moderately disagree; 3 = slightly disagree; 4 = slightly agree; 5 = moderately agree; and 6 = strongly agree. Only data obtained from Parts I and II will be addressed in this report.

Part III of the quetionnaire sought to determine what organizations and/or activity participation contributed to the respondents' leadership development. It was accomplished by providing several categories of organizations and activities. Respondents were asked to list organizations to which they belong(ed) and activities in which they participated as well as to indicate the extent of the contribution each may have had in their leadership development.

Part IV offered an opportunity for respondents to indicate a willingness to participate in leadership development programs.

The instrument was reviewed by the panel of experts, and revisions were made according to their suggestions. It was then pilot tested for content validity using undergraduate and graduate students as the test group. Reliability of the instrument was determined to be .908 using Cronbach's alpha.

Data Collection

The questionnaire along with a cover letter and self-addressed, stamped envelope was sent in October of 1984 to each of the 1,820 persons in the sample. Non-respondents were followed up with a second questionnaire package. A total of 311 questionnaires were not deliverable due to outdated addresses. This left 1,509 remaining in the sample - still more than the desired 1,500.

Totally, 578 usable questionnaires were returned resulting in a 38.3% response rate. As the questionnares were returned, they were categorized as either early or late respondents. An analysis of the responses to Part II using analysis of variance (ANOVA) revealed no significant differences between the mean scores of early and late respondents. If non-respondents are most likely to respond as late respondents do, one can then conclude the non-respondent group was similar to respondents.

Data Analysis

Data were entered and stored in the computer for analysis purposes. Frequencies and percentages were used to report results regarding the biographical characteristics of respondents. To determine the perceived leadership ability of respondents, data were analyzed using frequencies, mean scores, and standard deviations.

Inferential statistics were used to analyze the data when making comparisons of the perceived leadership ability using selected biographical characteristics as the basis for comparison. The t-test program of the Statistical Analysis System (SAS) was used when comparing two groups. Analysis of variance (ANOVA) was used when making comparisons among more than two groups. If significant differences did occur, the Duncan's Multiple Range Test was used to determine between which groups the significant differences did occur. An alpha level for significance was set at $p<.05$.

BIOGRAPHICAL CHARACTERISTICS

Respondents were asked to respond to questions seeking information regarding selected biographical characteristics. Table 1 reveals the results of that information.

TABLE 1 - Biographical Characteristics of Respondents

Characteristics	Number	Percent
Age		
19 and under	36	6.2
20 - 24	150	26.0
25 - 29	152	26.3
30 - 34	133	23.0
35 - 39	93	16.1
40 and over	14	2.4
	578	100.0
Sex		
Female	301	52.2
Male	276	47.8
	577	100.0
Marital Status		
Married	359	62.3
Never Married	197	34.2
Divorced	20	3.5
Widowed	0	0.0
	576	100.0
Number of Children Living at Home		
None	252	43.7
One	93	16.1
Two	116	20.1
Three	79	13.7
Four	32	5.5
Five or more	5	0.9
	577	100.0
Highest Level of Schooling Completed		
Less than 8 years	0	0.0
8 years	4	0.7
9 years	4	0.7
10 years	8	1.4
11 years	4	0.7
12 years	185	32.1
13 years	105	18.2
14 years	97	16.8
15 years	28	4.9
16 years	96	16.6
17 years	18	3.1
18 or more years	28	4.9
	577	100.1*
Where Raised		
On a farm	312	54.1
In the country, but not on a farm	39	6.8
In a town or city	226	39.2
	577	100.1*
Current Residence		
On a farm	183	31.7
In the country, but not on a farm	71	12.3
In a town or city	324	56.1
	578	100.1*

*Totals do not equal 100 due to rounding procedures

A total of 75.3% of the respondents were in the age categories between 20 and 34 years of age. Only 6.2% were 18 and 19 year olds, while 2.4% were 40 years old or older. Females (52.2%) represented a larger percentage of the sample than males (47.8%). Almost two-thirds (62.3%) of the respondents were married, 34.2% had never been married, and 3.5% were divorced. When asked the number of children living with respondents, 43.7% reported none, 36.2% had one or two, 19.2% had three or four, and less than 1% had five or more. A total of 32.1% of the respondents reported that 12 years was the highest level of schooling completed. Only 3.5% had completed less than 12 years and 16.6% completed 16 years of schooling. A majority (54.1%) of the respondents were raised on a farm, 31.7% currently live on a farm, and 56.1% live in a town or city.

LEADERSHIP ABILITY

Objective two of this study sought to determine the perceived leadership ability of young rural adults in North Dakota. Respondents were asked to respond to statements indicating leadership skills according to their level of agreement with the statement.

Table 2 reports the perceived leadership ability of all respondents. The data reported includes percentages of respondents in each rating, mean scores, and standard deviations for each leadership skill statement. Mean scores were calculated using: strongly agree = 6; moderately agree = 5; slightly agree = 4; slightly disagree = 3; moderately disagree = 2; and strongly disagree = 1.

The results reported in Table 2 indicate that, in general, young adults residing in rural areas of North Dakoa perceive their leadership ability to be good. The leadership skill statements in the category of General Leadership receiving the highest mean score ratings were: I understand that other people have feelings, motives, and goals of their own ($\bar{x}$=5.58); I like to see conflicts resolved ($\bar{x}$=5.54); I enjoy sharing information with others ($\bar{x}$=5.37); Other people can depend on me to accomplish a task for them ($\bar{x}$=5.37); and I willingly listen to others ($\bar{x}$=5.36). The mean scores indicate the respondents agreed moderately to strongly with the statements.

The leadership skill statements in the category of Speaking Skills tended to receive lower ratings than the other categories. Statements in this category receiving the highest ratings were: I enjoy expressing my ideas on a given issue ($\bar{x}$=4.52); and I feel confident to openly promote issues I feel strongly about ($\bar{x}$=4.39).

Leadership skill statements belonging to the category of Group Leadership Skills tended to have lower ratings than statements in the General Leadership and Work Related Leadership categories. The statements of: Once I begin a project, I feel I must see it through to completion ($\bar{x}$=5.07); I enjoy meeting new people ($\bar{x}$=5.01); Making friends and getting along with other people is easy for me ($\bar{x}$=4.83); and Other people accept my ideas ($\bar{x}$=4.51) were the highest.

Work Related Leadership statements tended to be rated quite high. Those rated highest in this category were: I like to maintain good interpersonal relations with my co-workers ($\bar{x}$=5.35); I feel I am proficient in my work ($\bar{x}$=5.28); I can work persistently for just cause, without giving up or backing off ($\bar{x}$=4.97); and I am enthused about my work ($\bar{x}$=4.96).

TABLE 2 - Perceived Leadership Ability of Young Rural Adults

LEADERSHIP SKILLS	N	Percent Responding in Each Category						Mean	S.D.
		6*	5*	4*	3*	2*	1*		
GENERAL LEADERSHIP									
1. I can motivate people.	574	12.9	47.7	31.0	4.5	2.6	1.2	4.60	0.945
2.**I am unable to inspire people.	575	1.2	7.0	12.2	20.2	32.0	27.5	2.43	1.267
3. Other people accept me as a leader.	574	9.9	42.7	30.7	8.0	4.7	4.0	4.33	1.160
4. People look to me for advice.	575	17.2	45.9	27.8	4.9	2.4	1.7	4.65	1.012
5. I persevere on a project until it is completed.	573	41.7	34.6	16.1	6.1	1.4	0.2	5.09	0.985
6. I consider myself a flexible person.	575	41.0	38.3	16.9	2.3	1.0	0.5	5.14	0.910
7.**Rarely do I take a chance on a new idea.	575	1.7	7.8	13.6	17.2	36.0	23.7	2.51	1.294
8. I am unafraid to research answers to questions which I don't know.	575	31.0	27.5	14.4	6.8	10.4	9.9	4.32	1.671
9. People seek guidance from me when they are having a difficult time.	575	14.4	36.0	35.8	7.3	4.2	2.3	4.42	1.097
10. I believe that my ideas are practical in nature.	575	31.8	48.7	15.5	3.3	0.5	0.2	5.07	0.822
11. I willingly listen to others.	575	50.8	39.1	7.7	1.0	0.7	0.7	5.36	0.819
12.**I find it difficult to consider another person's point of view.	573	1.0	7.2	5.9	9.2	33.7	42.9	2.04	1.254
13.**I feel unconfident with my capabilities.	574	7.3	12.2	13.6	13.4	23.0	30.5	2.76	1.637
14. I am the type of person involved with professional and community affairs.	574	14.6	20.6	23.5	9.9	17.9	13.4	3.64	1.640
15. I am a dependent person.	574	21.3	18.3	15.5	9.1	18.3	17.6	3.62	1.817
16. I am concerned about maintaining good interpersonal relationships.	575	44.3	36.9	15.1	1.7	1.4	0.5	5.19	0.915
17. I consider myself to be a valuable contributor to the human race.	575	26.6	40.0	27.0	3.8	1.7	0.9	4.83	0.979
18. I enjoy success and strive for it.	574	40.9	39.4	13.8	3.1	1.9	0.9	5.12	0.986
19. I can see both sides of an argument in question.	575	32.5	41.4	20.2	4.3	1.2	0.3	4.99	0.931
20. I am self-conscious about what I do.	575	33.4	28.7	21.4	5.9	7.1	3.5	4.65	1.365
21. Making mistakes tends to stimulate worry about making another mistake.	574	15.7	20.2	24.7	14.8	14.5	10.1	3.78	1.555
22. I am an effective decision-maker.	575	14.1	45.0	29.4	6.1	4.0	1.4	4.55	1.029
23. I understand that other people have feelings, motives, and goals of their own.	575	67.3	24.9	6.6	0.9	0.2	0.2	5.58	0.696
24. I enjoy sharing information with others.	575	51.8	36.0	10.4	1.0	0.5	0.2	5.37	0.777
25. Other people can depend on me to accomplish a task for them.	574	51.9	35.7	10.3	1.6	0.5	0.0	5.37	0.772
26. I consider myself to be intelligent.	575	30.3	54.1	10.8	3.3	0.7	0.9	5.07	0.860
27.**I do not like to be the one to initiate projects.	573	6.1	16.8	24.1	15.4	23.9	13.8	3.24	1.481
28. I am a person who is original in my ideas and activities.	574	13.4	36.2	33.8	10.3	4.7	1.6	4.39	1.088
29. I have a good sense of humor.	573	37.5	45.4	14.5	2.1	0.3	0.2	5.17	0.797
30. People will confide in me because they consider me to be trustworthy.	575	45.0	40.3	12.7	1.4	0.3	0.2	5.28	0.785
31.**I cannot tolerate frustration and delays.	575	13.9	21.9	27.7	16.0	13.2	7.3	3.85	1.451
32. I like to see conflicts resolved.	573	64.2	28.1	5.9	1.2	0.2	0.3	5.54	0.729
33.**Being tolerant of uncertainty is not an essential part of my life.	559	6.1	16.1	28.8	18.6	17.4	13.1	3.36	1.432
34.**I am a moody person.	575	6.1	13.6	25.6	13.2	22.8	18.8	3.11	1.522
35. I encourage others to become involved in various projects.	573	18.3	31.9	29.8	9.1	7.3	3.5	4.34	1.279
36. I use tact in everyday life.	574	22.3	38.0	30.3	6.4	2.3	0.7	4.70	1.004
37. I am a cordial person.	570	31.4	41.8	20.9	3.9	1.8	0.4	4.96	0.944
38.**I consider myself to be a follower.	574	7.8	15.0	24.4	16.4	22.5	13.9	3.28	1.503
39.**I felt extra-curricular activities in high school were not a very important part of my life.	574	10.8	9.9	10.1	9.9	15.3	43.9	2.59	1.794

TABLE 2 - Perceived Leadership Ability of Young Rural Adults, Cont.

LEADERSHIP SKILLS	N	Percent Responding in Each Category 6*	5*	4*	3*	2*	1*	Mean	S.D.
40.**I am often ignored.	575	4.0	7.0	15.0	17.0	29.7	27.3	2.57	1.411
41. I feel people respect and admire me for the person I am.	573	25.3	42.8	25.0	4.4	1.9	0.7	4.83	0.967
42. When someone comes to me with a problem, I try to put myself in their shoes so I can better understand the problem.	575	38.3	38.4	19.3	2.3	1.6	0.2	5.09	0.910
43.**My emotions often get in the way of making a rational decision.	575	6.6	13.6	23.7	14.4	25.9	15.8	3.13	1.501
SPEAKING SKILLS									
44. I feel confident to openly promote issues I feel strongly about.	575	22.1	30.6	25.9	10.8	7.0	3.7	4.39	1.324
45. I enjoy expressing my ideas on a given issue.	574	23.9	32.2	27.5	8.4	5.1	2.8	4.52	1.253
46. I feel at ease in leading a group.	575	12.3	21.4	22.1	16.3	13.9	13.9	3.61	1.589
47.**I have trouble speaking in front of large groups.	574	24.4	18.6	18.3	8.5	15.3	14.8	3.84	1.781
48.**I am hesitant to discuss a difficult situation.	573	9.4	17.8	25.0	16.8	17.8	13.3	3.45	1.525
GROUP LEADERSHIP SKILLS									
49.**When working in a group, I spend more time talking than any other person in the group.	575	2.1	8.3	13.6	21.2	24.2	30.6	2.51	1.374
50. I am willing to take charge and lead a group.	575	13.0	26.6	23.1	15.0	11.0	11.3	3.82	1.538
51.**I am not able to persuade others to respect my point of view.	574	2.4	5.9	12.0	30.0	35.0	14.6	2.67	1.185
52. Other people accept my ideas.	573	7.9	48.2	34.9	5.6	3.0	0.5	4.51	0.872
53. Making friends and getting along with other people is easy for me.	575	33.7	35.7	17.2	7.8	4.3	1.2	4.83	1.176
54. My ability to convey ideas and convince ideals in the social arena is good.	575	8.0	32.7	33.2	14.1	7.7	4.3	4.06	1.218
55. People often seat me at the head of a table in a group discussion.	567	3.5	11.1	21.5	26.3	19.0	18.5	2.98	1.383
56. I usually hold back from taking part in the discussion for a short time before I interact.	574	18.1	39.5	23.2	8.4	6.1	4.7	4.41	1.306
57. Belonging to organizations is important to me.	575	12.7	19.5	21.0	16.7	16.3	13.7	3.54	1.599
58. Once I begin a project, I feel I must see it through to completion.	574	46.2	28.6	16.0	5.9	2.3	1.0	5.07	1.108
59.**It is not easy for me to develop an interest in people.	575	4.0	5.0	11.3	15.1	25.7	38.8	2.31	1.414
60. I enjoy mingling with people in a large group.	575	21.6	22.1	21.4	14.6	11.8	8.5	4.01	1.573
61.**I am intolerant of individuals who deviate from society norms.	564	5.3	10.6	23.4	24.1	21.1	15.4	3.09	1.401
62. I enjoy meeting new people.	575	40.3	32.3	20.0	3.7	3.0	0.7	5.01	1.062
WORK-RELATED LEADERSHIP									
63. I view myself as a professional.	564	33.9	22.9	16.7	10.6	8.7	7.3	4.41	1.590
64. Each year brings me closer to my occupational goal.	563	26.1	24.2	21.8	11.4	9.2	7.3	4.25	1.539
65.**I am inconsistent in my work habits.	563	5.7	10.1	12.8	11.5	23.4	36.4	2.54	1.590
66. I consider myself to be an achiever in life.	564	27.1	36.5	23.4	8.0	3.4	1.6	4.71	1.141
67. I am enthused about my work.	561	34.4	40.5	16.8	4.3	3.2	0.9	4.96	1.056
68. I can work persistently for just cause, without giving up or backing off.	563	31.8	41.9	20.6	3.6	1.6	0.5	4.97	0.947
69. I like to maintain good interpersonal relations with my co-workers.	562	52.5	35.9	8.0	2.1	0.5	0.9	5.35	0.871
70. I am proficient in my work.	561	44.2	42.8	9.8	2.9	0.4	0.0	5.28	0.782

*6 = Strongly agree, 5 = Moderately agree, 4 = Slightly agree, 3 = Slightly disagree, 2 = Moderately disagree, 1 = Strongly disagree
**Negatively stated leadership skills. Lower mean scores are more desirable.

COMPARISON OF LEADERSHIP ABILITIES

The third objective of this study was to compare results of the perceived leadership ability of young rural adults using selected biographical characteristics as variables. Responses were tabulated and mean scores calculated for each leadership skill statement for the purpose of making comparisons. Comparisons were made using age, sex, marital status, number of children living at home, years of schooling completed, location where raised, and location of current residence.

Comparison by Sex

A comparison of female and male respondents' mean scores on the leadership skill statements was made by using the t-test. Table 3 reveals there was a significant difference between the mean scores of females and males on 27 of the 70 leadership skill statments. The mean scores of females were more desirable (higher on positively stated items and lower on negatively stated items) for 16 of the 27 leadership skill statements in which there were significant differences.

The mean scores of females were more desirable for 28 of the 43 General Leadership skill statements and 8 of the 14 Group Leadership skill statements. Male mean scores were more desirable for 3 of the 5 statements in the Speaking Skills category and 5 of 8 in the Work Related Leadeship category. Totally, female mean scores were more desirable than male scores on 41 of the 70 statements.

Leadership skill statements in which the greatest amount of difference in mean scores occurred were: People seek guidance from me when they are having a difficult time (female $\bar{x}$=4.56, male $\bar{x}$=4.28); I willingly listen to others (female $\bar{x}$=5.49, male-$\bar{x}$=5.21); I am concerned about maintaining good interpersonal relationships (female $\bar{x}$=5.30, male $\bar{x}$=5.08); I am an effective decision maker (female $\bar{x}$=4.39, male $\bar{x}$=4.72); I consider myself to be a follower (female $\bar{x}$=3.48, male $\bar{x}$=3.05); My emotions often get in the way of making a rational decision (female $\bar{x}$=3.34, male $\bar{x}$=2.90); Belonging to organizations is important to me (female $\bar{x}$=3.73, male $\bar{x}$=3.34); It is not easy for me to develop an interest in people (female $\bar{x}$=2.12, male $\bar{x}$-2.50); I view myself as a professional (female $\bar{x}$=4.13, male $\bar{x}$=4.71); and Each year brings me closer to my occupational goal (female $\bar{x}$=4.02, male $\bar{x}$=4.49).

Comparison by Marital Status

The perceived leadership abilities of respondents were analyzed and compared according to their marital status - married or single. Table 4 indicates that a significant difference in the mean scores of the leadership skill statements between married and single respondents occurred for only six statements. Those statements were: I am the type of person involved with professional and community affairs (married $\bar{x}$=3.79, single $\bar{x}$=3.41); Making friends and getting along with other people is easy for me (married $\bar{x}$=4.75, single $\bar{x}$=4.97); I enjoy mingling with people in a large group (married $\bar{x}$=3.85, single $\bar{x}$=4.28); I am intolerant of individuals who deviate from society norms (married $\bar{x}$=3.19, single $\bar{x}$=2.91); I enjoy meeting new people (married $\bar{x}$=4.91, single $\bar{x}$=5.20); and Each year brings me closer to my occupational goals (married $\bar{x}$=4.09, single $\bar{x}$=4.50).

TABLE 3 - Comparison of Perceived Leadership Ability Based on Sex

LEADERSHIP SKILLS	Females			Males				
	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	T-Value	P
GENERAL LEADERSHIP								
1. I can motivate people.	299	4.56	.94	274	4.65	.95	-1.11	.27
2.**I am unable to inspire people.	300	2.47	1.31	274	2.39	1.22	.75	.45
3. Other people accept me as a leader.	300	4.30	1.27	273	4.37	1.02	- .72	.47
4. People look to me for advice.	300	4.68	1.09	274	4.62	.92	.74	.46
5. I persevere on a project until it is completed.	298	5.12	.93	274	5.05	1.04	.85	.40
6. I consider myself a flexible person.	300	5.16	.91	274	5.13	.91	.38	.70
7.**Rarely do I take a chance on a new idea.	300	2.59	1.22	274	2.42	1.36	1.61	.11
8. I am unafraid to research answers to questions which I don't know.	300	4.31	1.62	274	4.32	1.73	- .06	.96
9. People seek guidance from me when they are having a difficult time.	300	4.56	1.09	274	4.28	1.087	3.03	.00*
10. I believe that my ideas are practical in nature.	300	5.08	.85	274	5.07	.79	.10	.92
11. I willingly listen to others.	300	5.49	.73	274	5.21	.89	4.12	.00*
12.**I find it difficult to consider another person's point of view.	300	1.92	1.21	272	2.17	1.29	-2.42	.02*
13.**I feel unconfident with my capabilities.	300	2.93	1.58	273	2.58	1.68	2.53	.01*
14. I am the type of person involved with professional and community affairs.	300	3.77	1.64	273	3.49	1.63	2.07	.04*
15. I am a dependent person.	299	3.81	1.75	274	3.43	1.87	2.53	.01*
16. I am concerned about maintaining good interpersonal relationships.	300	5.30	.84	274	5.08	.98	2.89	.00*
17. I consider myself to be a valuable contributor to the human race.	300	4.89	.94	274	4.77	1.01	1.51	.13
18. I enjoy success and strive for it.	299	5.03	1.03	274	5.21	.93	-2.25	.02*
19. I can see both sides of an argument in question.	300	5.00	.88	274	4.97	.99	.33	.74
20. I am self-conscious about what I do.	300	4.57	1.43	274	4.73	1.28	-1.40	.16
21. Making mistakes tends to stimulate worry about making another mistake.	299	3.81	1.51	274	3.75	1.60	.44	.66
22. I am an effective decision-maker.	300	4.39	1.08	274	4.72	.95	-3.87	.00*
23. I understand that other people have feelings, motives, and goals of their own.	300	5.62	.70	274	5.53	.69	1.44	.15
24. I enjoy sharing information with others.	300	5.40	.72	274	5.33	.83	1.10	.27
25. Other people can depend on me to accomplish a task for them.	299	5.41	.78	274	5.32	.76	1.40	.16
26. I consider myself to be intelligent.	300	5.09	.88	274	5.05	.84	.54	.59
27.**I do not like to be the one to initiate projects.	300	3.32	1.49	272	3.15	1.47	1.33	.18
28. I am a person who is original in my ideas and activities.	299	4.26	1.13	274	4.52	1.03	-2.81	.01*
29. I have a good sense of humor.	298	5.13	.79	274	5.22	.81	-1.37	.17
30. People will confide in me because they consider me to be trustworthy.	300	5.34	.74	274	5.21	.83	2.07	.04*
31.**I cannot tolerate frustration and delays.	300	3.89	1.41	274	3.82	1.49	.57	.57
32. I like to see conflicts resolved.	299	5.60	.72	273	5.47	.74	2.13	.03*
33.**Being tolerant of uncertainty is not an essential part of my life.	286	3.31	1.36	272	3.40	1.51	- .77	.44
34.**I am a moody person.	300	3.18	1.45	274	3.03	1.59	1.19	.24
35. I encourage others to become involved in various projects.	299	4.47	1.24	273	4.20	1.31	2.57	.01*
36. I use tact in everyday life.	299	4.78	.98	274	4.61	1.02	2.07	.04*
37. I am a cordial person.	298	5.03	.96	271	4.89	.93	1.74	.08
38.**I consider myself to be a follower.	300	3.48	1.54	273	3.05	1.43	3.44	.00*
39.**I felt extra-curricular activities in high school were not a very important part of my life.	299	2.43	1.72	274	2.77	1.85	-2.24	.03*

TABLE 3 - Comparison of Perceived Leadership Ability Based on Sex, Cont.

LEADERSHIP SKILLS	Females N	Females $\bar{x}$	Females S.D.	Males N	Males $\bar{x}$	Males S.D.	T-Value	P
40.**I am often ignored.	300	2.58	1.44	274	2.54	1.38	.33	.74
41. I feel people respect and admire me for the person I am.	299	4.86	.96	273	4.80	.97	.71	.48
42. When someone comes to me with a problem, I try to put myself in their shoes so I can better understand the problem.	300	5.18	.89	274	4.99	.92	2.57	.01*
43.**My emotions often get in the way of making a rational decision.	300	3.34	1.49	274	2.90	1.49	3.56	.00*
SPEAKING SKILLS								
44. I feel confident to openly promote issues I feel strongly about.	300	4.40	1.24	274	4.39	1.41	.09	.93
45. I enjoy expressing my ideas on a given issue.	300	4.46	1.25	273	4.59	1.25	-1.24	.22
46. I feel at ease in leading a group.	300	3.65	1.57	274	3.55	1.62	.80	.43
47.**I have trouble speaking in front of large groups.	299	3.98	1.70	274	3.68	1.85	1.98	.05*
48.**I am hesitant to discuss a difficult situation.	299	3.61	1.53	273	3.27	1.50	2.60	.01*
GROUP LEADERSHIP SKILLS								
49.**When working in a group, I spend more time talking than any other person in the group.	300	2.51	1.38	274	2.52	1.37	- .07	.94
50. I am willing to take charge and lead a group.	300	3.77	1.53	274	3.88	1.55	- .85	.40
51.**I am not able to persuade others to respect my point of view.	300	2.72	1.17	273	2.62	1.20	.98	.33
52. Other people accept my ideas.	298	4.54	.82	274	4.47	.92	.95	.34
53. Making friends and getting along with other people is easy for me.	300	4.78	1.17	274	4.88	1.18	-1.08	.28
54. My ability to convey ideas and convince ideals in the social arena is good.	300	4.01	1.26	274	4.12	1.17	-1.02	.31
55. People often seat me at the head of a table in a group discussion.	297	3.03	1.36	269	2.93	1.41	.83	.40
56. I usually hold back from taking part in the discussion for a short time before I interact.	299	4.39	1.37	274	4.42	1.24	- .30	.77
57. Belonging to organizations is important to me.	300	3.73	1.58	274	3.34	1.59	2.92	.00*
58. Once I begin a project, I feel I must see it through to completion.	300	5.07	1.18	273	5.07	1.02	.04	.97
59.**It is not easy for me to develop an interest in people.	300	2.12	1.36	274	2.50	1.44	-3.24	.00*
60. I enjoy mingling with people in a large group.	300	4.17	1.51	274	3.84	1.62	2.58	.01*
61.**I am intolerant of individuals who deviate from society norms.	294	2.96	1.40	269	3.22	1.40	-2.21	.03*
62. I enjoy meeting new people.	300	5.12	.97	274	4.89	1.14	2.64	.01*
WORK-RELATED LEADERSHIP								
63. I view myself as a professional.	292	4.13	1.65	271	4.71	1.47	-4.41	.00*
64. Each year brings me closer to my occupational goal.	291	4.02	1.59	271	4.49	1.45	-3.69	.00*
65.**I am inconsistent in my work habits.	291	2.43	1.53	271	2.66	1.65	-1.67	.10
66. I consider myself to be an achiever in life.	292	4.71	1.15	271	4.72	1.14	- .04	.97
67. I am enthused about my work.	290	5.00	.97	270	4.93	1.14	.79	.43
68. I can work persistently for just cause, without giving up or backing off.	291	4.92	.93	271	5.03	.97	-1.40	.16
69. I like to maintain good interpersonal relations with my co-workers.	290	5.39	.83	271	5.31	.91	1.08	.28
70. I am proficient in my work.	289	5.26	.80	271	5.30	.76	- .60	.55

*Significant at the .05 level.
**Negatively stated leadership skills. Lower mean scores are more desirable.

TABLE 4 - Comparison of Perceived Leadership Ability Based on Marital Status

LEADERSHIP SKILLS	Married			Single			T-Value	P
	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.		
GENERAL LEADERSHIP								
1. I can motivate people.	357	4.59	.98	215	4.63	.88	- .52	.60
2.**I am unable to inspire people.	358	2.43	1.28	215	2.42	1.24	.06	.95
3. Other people accept me as a leader.	358	4.38	1.15	214	4.25	1.17	1.35	.18
4. People look to me for advice.	358	4.61	1.04	215	4.74	.95	-1.50	.13
5. I persevere on a project until it is completed.	356	5.13	.97	215	5.10	1.00	1.44	.15
6. I consider myself a flexible person.	358	5.10	.93	215	5.21	.88	-1.41	.16
7.**Rarely do I take a chance on a new idea.	358	2.50	1.29	215	2.53	1.31	- .30	.77
8. I am unafraid to research answers to questions which I don't know.	358	4.30	1.71	215	4.36	1.62	- .44	.66
9. People seek guidance from me when they are having a difficult time.	358	4.41	1.10	215	4.44	1.09	- .30	.76
10. I believe that my ideas are practical in nature.	358	5.12	.80	215	5.00	.84	1.59	.11
11. I willingly listen to others.	358	5.39	.73	215	5.31	.94	1.16	.24
12.**I find it difficult to consider another person's point of view.	358	2.03	1.24	213	2.05	1.27	- .15	.88
13.**I feel unconfident with my capabilities.	357	2.84	1.66	215	2.62	1.60	1.59	.11
14. I am the type of person involved with professional and community affairs.	357	3.79	1.67	215	3.41	1.57	2.62	.01*
15. I am a dependent person.	357	3.59	1.82	215	3.65	1.81	- .37	.71
16. I am concerned about maintaining good interpersonal relationships.	358	5.18	.91	215	5.23	.92	- .59	.56
17. I consider myself to be a valuable contributor to the human race.	358	4.86	1.00	215	4.80	.95	.80	.42
18. I enjoy success and strive for it.	357	5.13	.98	215	5.11	1.00	.22	.82
19. I can see both sides of an argument in question.	358	4.96	.92	215	5.03	.95	- .89	.37
20. I am self-conscious about what I do.	358	4.63	1.39	215	4.68	1.32	- .43	.67
21. Making mistakes tends to stimulate worry about making another mistake.	357	3.70	1.57	215	3.88	1.53	-1.35	.18
22. I am an effective decision-maker.	358	4.56	1.04	215	4.53	1.02	.27	.79
23. I understand that other people have feelings, motives, and goals of their own.	358	5.56	.69	215	5.61	.71	- .88	.38
24. I enjoy sharing information with others.	358	5.39	.79	215	5.35	.76	.48	.63
25. Other people can depend on me to accomplish a task for them.	357	5.39	.81	215	5.34	.70	.75	.45
26. I consider myself to be intelligent.	358	5.07	.86	215	5.09	.86	- .29	.77
27.**I do not like to be the one to initiate projects.	357	3.31	1.50	214	3.12	1.45	1.46	.14
28. I am a person who is original in my ideas and activities.	357	4.36	1.10	215	4.43	1.07	- .79	.43
29. I have a good sense of humor.	356	5.15	.78	215	5.21	.80	- .86	.38
30. People will confide in me because they consider me to be trustworthy.	358	5.27	.78	215	5.30	.79	- .50	.61
31.**I cannot tolerate frustration and delays.	358	3.93	1.44	215	3.71	1.45	1.75	.08
32. I like to see conflicts resolved.	357	5.57	.73	214	5.50	.72	1.21	.23
33.**Being tolerant of uncertainty is not an essential part of my life.	348	3.45	1.38	209	3.21	1.51	1.91	.06
34.**I am a moody person.	358	3.12	1.54	215	3.09	1.50	.18	.85
35. I encourage others to become involved in various projects.	357	4.32	1.31	214	4.40	1.22	- .71	.48
36. I use tact in everyday life.	357	4.73	.96	215	4.64	1.07	1.11	.27
37. I am a cordial person.	356	5.01	.91	212	4.89	1.00	1.43	.15
38.**I consider myself to be a follower.	358	3.35	1.55	214	3.14	1.43	1.59	.11
39.**I felt extra-curricular activities in high school were not a very important part of my life.	358	2.65	1.83	214	2.49	1.73	1.04	.30

TABLE 4 - Comparison of Perceived Leadership Ability Based on Marital Status, Cont.

LEADERSHIP SKILLS	Married N	Married $\bar{x}$	Married S.D.	Single N	Single $\bar{x}$	Single S.D.	T-Value	P
40.**I am often ignored.	358	2.58	1.42	215	2.54	1.41	.32	.75
41. I feel people respect and admire me for the person I am.	356	4.81	.96	215	4.87	.98	- .73	.47
42. When someone comes to me with a problem, I try to put myself in their shoes so I can better understand the problem.	358	5.09	.91	215	5.10	.91	- .20	.84
43.**My emotions often get in the way of making a rational decision.	358	304	1.47	215	3.28	1.55	-1.83	.07
SPEAKING SKILLS								
44. I feel confident to openly promote issues I feel strongly about.	358	4.41	1.29	215	4.37	1.36	.36	.72
45. I enjoy expressing my ideas on a given issue.	358	4.51	1.26	214	4.56	1.23	- .43	.66
46. I feel at ease in leading a group.	358	3.62	1.60	215	3.59	1.57	.23	.82
47.**I have trouble speaking in front of large groups.	357	3.75	1.81	215	3.97	1.74	-1.39	.16
48.**I am hesitant to discuss a difficult situation.	357	3.39	1.53	214	3.52	1.52	-1.02	.31
GROUP LEADERSHIP SKILLS								
49.**When working in a group, I spend more time talking than any other person in the group.	358	2.45	1.34	215	2.62	1.42	-1.45	.15
50. I am willing to take charge and lead a group.	358	3.81	1.53	215	3.83	1.56	- .15	.88
51.**I am not able to persuade others to respect my point of view.	358	2.68	1.19	214	2.65	1.18	.26	.80
52. Other people accept my ideas.	357	4.50	.90	214	4.52	.82	- .29	.77
53. Making friends and getting along with other people is easy for me.	358	4.75	1.20	215	4.97	1.13	-2.13	.03*
54. My ability to convey ideas and convince ideals in the social arena is good.	358	4.02	1.27	215	4.13	1.13	-1.10	.27
55. People often seat me at the head of a table in a group discussion.	354	3.06	1.41	211	2.86	1.33	1.65	.10
56. I usually hold back from taking part in the discussion for a short time before I interact.	357	4.40	1.33	215	4.43	1.27	- .27	.79
57. Belonging to organizations is important to me.	358	3.51	1.62	215	3.61	1.56	- .73	.46
58. Once I begin a project, I feel I must see it through to completion.	358	5.09	1.15	214	5.04	1.04	.52	.60
59.**It is not easy for me to develop an interest in people.	358	2.33	1.44	215	2.23	1.36	.86	.39
60. I enjoy mingling with people in a large group.	358	3.85	1.58	215	4.28	1.54	-3.15	.00*
61.**I am intolerant of individuals who deviate from society norms.	351	3.19	1.36	211	2.91	1.45	2.25	.03*
62. I enjoy meeting new people.	358	4.91	1.10	215	5.20	.97	-3.13	.00*
WORK-RELATED LEADERSHIP								
63. I view myself as a professional.	350	4.42	1.63	213	4.40	1.51	.17	.86
64. Each year brings me closer to my occupational goal.	349	4.09	1.57	213	4.50	1.45	-3.14	.00*
65.**I am inconsistent in my work habits.	349	2.56	1.62	213	2.48	1.53	.57	.57
66. I consider myself to be an achiever in life.	350	4.70	1.17	213	4.72	1.10	- .20	.84
67. I am enthused about my work.	349	4.98	1.03	211	4.91	1.09	.74	.46
68. I can work persistently for just cause, without giving up or backing off.	349	4.99	.95	213	4.93	.93	.69	.49
69. I like to maintain good interpersonal relations with my co-workers.	348	5.30	.94	213	5.42	.75	-1.56	.12
70. I am proficient in my work.	348	5.30	.78	212	5.23	.78	1.08	.28

*Significant at the .05 level.
**Negatively stated leadership skills. Lower mean scores are more desirable.

Mean scores of single respondents were more desirable for five of the six leadership skill statements in which there were significant differences. Single people's mean scores were more desirable than married people on 27 of the 43 General Leadership statements, 10 of the 14 Group Leadership statements, and four of the eight Work Related Leadership statements. Married people had more desirable mean scores on four of the five Speaking Skills statements. Totally, singles had a more desirable mean score on 43 of the 70 leadership statements.

Comparison Based on Children Living at Home

Table 5 reports the results of comparisons that were made of respondents' perceived leadership ability based on whether or not they had children living at home. A significant difference was found in the mean scores of 10 of the leadership skill statements. Of those with no children living at home, mean scores were more desirable than those with children living at home on nine statements. Totally, respondents with no children living at home had a more desirable (higher on positively stated items and lower on negatively stated items) mean score on 44 of the leadership skill statements.

Leadership skill statements for which there were greatest differences in mean scores included: I willingly listen to others (No children $\bar{x}$=5.26, Children $\bar{x}$=5.44); I felt extra curricular activities in high school were not a very important part of my life (No children $\bar{x}$=2.38, Children $\bar{x}$=2.76); and Each year brings me closer to my occupational goal (No children $\bar{x}$=4.62, Children $\bar{x}$=3.96).

Comparison by Location Where Raised

The location where respondents were raised made a very little difference on their perceived leadership ability. Individuals raised on a farm had a more desirable mean score on 37 of the 70 leadership skill statements than respondents who were not raised on a farm. Table 6 reveals that a significant difference in mean scores occurred for only eight of the leadership statements. Mean scores for respondents raised on a farm were more desirable on five of the eight statements in which there were significant differences. Respondents who were not raised on a a farm had a more desirable mean score on all five of the statements concerning Speaking Skills, but respondents raised on a farm had a more desirable mean score on nine of the 14 items in the Group Leadership skills.

Comparison by Current Residence

Table 7 indicates the comparison of respondents' perceived leadership ability based upon their current residence - whether living on a farm or not living on a farm. Although respondents who were not living on a farm had a more desirable mean score on 48 of the 70 leadership skill statements, a significant difference in the mean score appeared on 31 of the 43 statements in the General Leadership category, four of five Speaking Skills statements, nine of 14 Group Leadership statements, and four of the eight statements in the Work Related Leadership category.

TABLE 5 - Comparison of Perceived Leadership Ability Based on Whether or Not Children Were Living at Home

LEADERSHIP SKILLS	No Children at Home			Children at home			T-Value	P
	N	$\bar{x}$	S.D.	N	$\bar{x}$	S.D.		
GENERAL LEADERSHIP								
1. I can motivate people.	252	4.67	.83	322	4.55	1.02	1.56	.11
2.**I am unable to inspire people.	252	2.44	1.27	323	2.42	1.27	.15	.88
3. Other people accept me as a leader.	251	4.39	1.05	323	4.28	1.24	1.08	.28
4. People look to me for advice.	252	4.76	.93	323	4.57	1.07	2.18	.03*
5. I persevere on a project until it is completed.	251	5.06	1.03	322	5.11	.95	- .64	.52
6. I consider myself a flexible person.	252	5.12	.93	323	5.16	.89	- .50	.62
7.**Rarely do I take a chance on a new idea.	252	2.53	1.33	323	2.50	1.27	.33	.74
8. I am unafraid to research answers to questions which I don't know.	252	4.29	1.68	323	4.35	1.67	- .43	.66
9. People seek guidance from me when they are having a difficult time.	252	4.44	1.03	323	4.41	1.14	.39	.70
10. I believe that my ideas are practical in nature.	252	5.02	.84	323	5.12	.80	-1.42	.16
11. I willingly listen to others.	252	5.26	.92	323	5.44	.72	-2.60	.01*
12.**I find it difficult to consider another person's point of view.	250	2.10	1.25	323	1.99	1.26	1.03	.30
13.**I feel unconfident with my capabilities.	251	2.68	1.65	323	2.82	1.63	-1.06	.29
14. I am the type of person involved with professional and community affairs.	251	3.49	1.53	323	3.75	1.72	-1.91	.06
15. I am a dependent person.	252	3.63	1.78	322	3.62	1.85	.04	.97
16. I am concerned about maintaining good interpersonal relationships.	252	5.24	.88	323	5.16	.94	1.10	.27
17. I consider myself to be a valuable contributor to the human race.	252	4.84	.89	323	4.83	1.04	.09	.93
18. I enjoy success and strive for it.	252	5.19	.91	322	5.06	1.04	1.50	.13
19. I can see both sides of an argument in question.	252	4.97	.95	323	5.00	.92	- .41	.69
20. I am self-conscious about what I do.	252	4.63	1.34	323	4.67	1.39	- .34	.74
21. Making mistakes tends to stimulate worry about making another mistake.	252	3.77	1.51	322	3.78	1.60	- .13	.90
22. I am an effective decision-maker.	252	4.63	.98	323	4.49	1.06	1.59	.11
23. I understand that other people have feelings, motives, and goals of their own.	252	5.59	.71	323	5.57	.69	.42	.67
24. I enjoy sharing information with others.	252	5.39	.75	323	5.36	.80	.50	.62
25. Other people can depend on me to accomplish a task for them.	252	5.41	.71	322	5.34	.82	1.08	.28
26. I consider myself to be intelligent.	252	5.13	.78	323	5.03	.92	1.33	.18
27.**I do not like to be the one to initiate projects.	251	3.12	1.44	322	3.34	1.51	-1.84	.07
28. I am a person who is original in my ideas and activities.	252	4.40	1.07	322	4.37	1.11	.35	.73
29. I have a good sense of humor.	251	5.19	.82	322	5.16	.78	.43	.67
30. People will confide in me because they consider me to be trustworthy.	252	5.33	.78	323	5.24	.79	1.49	.14
31.**I cannot tolerate frustration and delays.	252	3.71	1.45	323	3.96	1.44	-2.04	.04*
32. I like to see conflicts resolved.	251	5.50	.75	322	5.57	.71	-1.20	.23
33.**Being tolerant of uncertainty is not an essential part of my life.	244	3.27	1.49	315	3.42	1.38	-1.21	.23
34.**I am a moody person.	252	3.13	1.49	323	3.09	1.55	.29	.77
35. I encourage others to become involved in various projects.	251	4.39	1.21	322	4.31	1.33	.77	.44
36. I use tact in everyday life.	252	4.65	1.02	322	4.73	.99	- .94	.35
37. I am a cordial person.	250	4.94	.98	320	4.98	.91	- .48	.63
38.**I consider myself to be a follower.	251	3.13	1.42	323	3.39	1.56	-2.03	.04*
39.**I felt extra-curricular activities in high school were not a very important part of my life.	252	2.38	1.71	322	2.76	1.84	-2.51	.01*

TABLE 5 - Comparison of Perceived Leadership Ability Based on Whether or Not Children Were Living at Home, Cont.

LEADERSHIP SKILLS	No Children at Home			Children at home				
	N	$\bar{x}$	S.D.	N	$\bar{x}$	S.D.	T-Value	P
40.**I am often ignored.	250	2.55	1.42	323	2.58	1.41	- .26	.79
41. I feel people respect and admire me for the person I am.	252	4.85	1.01	321	4.82	.93	.32	.75
42. When someone comes to me with a problem, I try to put myself in their shoes so I can better understand the problem.	252	5.08	.92	323	5.10	.91	- .26	.80
43.**My emotions often get in the way of making a rational decision.	252	3.23	1.52	323	3.05	1.48	1.46	.14
SPEAKING SKILLS								
44. I feel confident to openly promote issues I feel strongly about.	252	4.38	1.32	323	4.40	1.33	- .17	.87
45. I enjoy expressing my ideas on a given issue.	251	4.58	1.23	323	4.48	1.27	.90	.37
46. I feel at ease in leading a group.	252	3.69	1.52	323	3.53	1.64	1.24	.22
47.**I have trouble speaking in front of large groups.	252	3.88	1.72	322	3.81	1.83	.46	.64
48.**I am hesitant to discuss a difficult situation.	251	3.49	1.47	322	3.41	1.56	.68	.50
GROUP LEADERSHIP SKILLS								
49.**When working in a group, I spend more time talking than any other person in the group.	252	2.55	1.38	323	2.48	1.37	.56	.58
50. I am willing to take charge and lead a group.	252	3.97	1.47	323	3.70	1.58	2.06	.04*
51.**I am not able to persuade others to respect my point of view.	251	2.63	1.16	323	2.70	1.21	- .77	.44
52. Other people accept my ideas.	252	4.51	.84	321	4.50	.89	.10	.92
53. Making friends and getting along with other people is easy for me.	252	4.87	1.16	323	4.80	1.19	78	.43
54. My ability to convey ideas and convince ideals in the social arena is good.	252	4.15	1.13	323	3.99	1.28	1.60	.11
55. People often seat me at the head of a table in a group discussion.	247	2.94	1.32	320	3.02	1.43	- .65	.51
56. I usually hold back from taking part in the discussion for a short time before I interact.	252	4.34	1.28	322	4.47	1.33	-1.13	.26
57. Belonging to organizations is important to me.	252	3.65	1.58	323	3.46	1.61	1.38	.17
58. Once I begin a project, I feel I must see it through to completion.	252	5.09	1.01	322	5.06	1.18	.27	.79
59.**It is not easy for me to develop an interest in people.	252	2.24	1.34	323	2.35	1.47	- .88	.38
60. I enjoy mingling with people in a large group.	252	4.16	1.55	323	3.90	1.58	2.01	.05*
61.**I am intolerant of individuals who deviate from society norms.	247	3.00	1.44	317	3.15	1.37	-1.30	.19
62. I enjoy meeting new people.	252	5.12	1.02	323	4.93	1.09	2.10	.04*
WORK-RELATED LEADERSHIP								
63. I view myself as a professional.	248	4.56	1.41	316	4.29	1.71	2.03	.04*
64. Each year brings me closer to my occupational goal.	248	4.62	1.37	315	3.96	1.60	5.18	.00*
65.**I am inconsistent in my work habits.	248	2.46	1.52	315	2.60	1.64	-1.09	.27
66. I consider myself to be an achiever in life.	248	4.79	1.11	316	4.66	1.17	1.36	.18
67. I am enthused about my work.	248	4.92	1.10	313	4.99	1.02	- .79	.43
68. I can work persistently for just cause, without giving up or backing off.	248	4.95	.92	315	4.98	.97	- .26	.79
69. I like to maintain good interpersonal relations with my co-workers.	248	5.41	.75	314	5.30	.95	1.47	.14
70. I am proficient in my work.	247	5.25	.79	314	5.30	.79	- .79	.43

*Significant at the .05 level.
**Negatively stated leadership skills. Lower mean scores are more desirable.

TABLE 6 - Comparison of Perceived Leadership Ability Based on Whether or Not Respondents Were Raised on a Farm

LEADERSHIP SKILLS	Raised on a Farm			Not Raised on a Farm			T-Value	P
	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.		
GENERAL LEADERSHIP								
1. I can motivate people.	309	4.58	.94	264	4.63	.95	- .71	.48
2.**I am unable to inspire people.	310	2.40	1.25	264	2.47	1.29	- .65	.52
3. Other people accept me as a leader.	309	4.29	1.17	264	4.38	1.15	- .93	.35
4. People look to me for advice.	310	4.55	.97	264	4.78	1.05	-2.79	.01*
5. I persevere on a project until it is completed.	310	5.06	.97	262	5.12	1.00	- .73	.47
6. I consider myself a flexible person.	310	5.16	.90	264	5.12	.93	.62	.54
7.**Rarely do I take a chance on a new idea.	310	2.48	1.22	264	2.55	1.38	- .67	.50
8. I am unafraid to research answers to questions which I don't know.	310	4.41	1.60	264	4.23	1.74	1.31	.19
9. People seek guidance from me when they are having a difficult time.	310	4.32	1.07	264	4.56	1.11	-2.61	.01*
10. I believe that my ideas are practical in nature.	310	5.10	.78	264	5.05	.87	.75	.46
11. I willingly listen to others.	310	5.39	.79	264	5.33	.85	.89	.38
12.**I find it difficult to consider another person's point of view.	308	2.03	1.24	264	2.05	1.27	- .19	.85
13.**I feel unconfident with my capabilities.	309	2.72	1.60	264	2.82	1.68	- .75	.45
14. I am the type of person involved with professional and community affairs.	310	3.75	1.61	263	3.49	1.67	1.92	.06
15. I am a dependent person.	309	3.49	1.83	264	3.79	1.79	-2.02	.04*
16. I am concerned about maintaining good interpersonal relationships.	310	5.25	.85	264	5.13	.98	1.56	.12
17. I consider myself to be a valuable contributor to the human race.	310	4.85	1.01	264	4.81	.94	.38	.71
18. I enjoy success and strive for it.	309	5.19	.94	264	5.03	1.03	1.91	.06
19. I can see both sides of an argument in question.	310	4.97	.97	264	5.01	.88	- .47	.64
20. I am self-conscious about what I do.	310	4.70	1.32	264	4.59	1.41	.96	.34
21. Making mistakes tends to stimulate worry about making another mistake.	310	3.74	1.54	263	3.83	1.57	- .64	.52
22. I am an effective decision-maker.	310	4.53	1.02	264	4.58	1.04	- .54	.59
23. I understand that other people have feelings, motives, and goals of their own.	310	5.56	.68	264	5.59	.72	- .45	.65
24. I enjoy sharing information with others.	310	5.35	.75	264	5.39	.81	- .59	.55
25. Other people can depend on me to accomplish a task for them.	310	5.37	.78	263	5.37	.77	- .02	.99
26. I consider myself to be intelligent.	310	5.08	.78	264	5.06	.95	.23	.82
27.**I do not like to be the one to initiate projects.	308	3.26	1.44	264	3.22	1.54	.27	.79
28. I am a person who is original in my ideas and activities.	309	4.37	1.04	264	4.40	1.15	- .32	.75
29. I have a good sense of humor.	308	5.16	.82	264	5.19	.76	- .45	.66
30. People will confide in me because they consider me to be trustworthy.	310	5.25	.81	264	5.30	.76	- .73	.46
31.**I cannot tolerate frustration and delays.	310	3.80	1.36	264	3.93	1.54	-1.11	.27
32. I like to see conflicts resolved.	308	5.54	.68	264	5.54	.78	.02	.99
33.**Being tolerant of uncertainty is not an essential part of my life.	303	3.35	1.44	255	3.37	1.42	- .16	.87
34.**I am a moody person.	310	2.98	1.47	264	3.26	1.57	-2.16	.03*
35. I encourage others to become involved in various projects.	308	4.43	1.15	264	4.25	1.40	1.67	.10
36. I use tact in everyday life.	310	4.68	1.00	263	4.72	1.00	- .41	.68
37. I am a cordial person.	308	4.98	.95	261	4.94	.95	.44	.66
38.**I consider myself to be a follower.	309	3.23	1.47	264	3.33	1.55	- .77	.44
39.**I felt extra-curricular activities in high school were not a very important part of my life.	309	2.44	1.66	264	2.76	1.93	-2.14	.03*

TABLE 6 - Comparison of Perceived Leadership Ability Based on Whether or Not Respondents Were Raised on a Farm, Cont.

LEADERSHIP SKILLS	Raised on a Farm			Not Raised on a Farm			T-Value	P
	N	$\bar{x}$	S.D.	N	$\bar{x}$	S.D.		
40.**I am often ignored.	310	2.52	1.39	264	2.62	1.44	- .86	.39
41. I feel people respect and admire me for the person I am.	309	4.86	.90	263	4.79	1.04	.86	.39
42. When someone comes to me with a problem, I try to put myself in their shoes so I can better understand the problem.	310	5.06	.94	264	5.12	.88	- .69	.49
43.**My emotions often get in the way of making a rational decision.	310	3.11	1.51	264	3.16	1.49	- .34	.74
SPEAKING SKILLS								
44. I feel confident to openly promote issues I feel strongly about.	310	4.35	1.32	264	4.44	1.34	- .79	.43
45. I enjoy expressing my ideas on a given issue.	309	4.47	1.27	264	4.59	1.23	-1.19	.23
46. I feel at ease in leading a group.	310	3.51	1.55	264	3.71	1.63	-1.50	.13
47.**I have trouble speaking in front of large groups.	309	3.95	1.73	264	3.70	1.83	1.66	.10
48.**I am hesitant to discuss a difficult situation.	308	3.55	1.42	264	3.33	1.64	1.77	.08
GROUP LEADERSHIP SKILLS								
49.**When working in a group, I spend more time talking than any other person in the group.	310	2.41	1.30	265	2.63	1.45	-1.91	.06
50. I am willing to take charge and lead a group.	310	3.85	1.48	264	3.79	1.61	.44	.66
51.**I am not able to persuade others to respect my point of view.	310	2.63	1.12	263	2.71	1.24	- .82	.41
52. Other people accept my ideas.	310	4.51	.88	262	4.51	.87	- .02	.99
53. Making friends and getting along with other people is easy for me.	310	4.77	1.21	264	4.89	1.14	-1.18	.24
54. My ability to convey ideas and convince ideals in the social arena is good.	310	4.00	1.22	264	4.13	1.22	-1.27	.21
55. People often seat me at the head of a table in a group discussion.	305	2.89	1.30	261	3.10	1.47	-1.81	.07
56. I usually hold back from taking part in the discussion for a short time before I interact.	310	4.50	1.27	263	4.30	1.34	1.79	.07
57. Belonging to organizations is important to me.	310	3.69	1.56	264	3.37	1.63	2.42	.02*
58. Once I begin a project, I feel I must see it through to completion.	310	5.08	1.11	263	5.06	1.10	.14	.89
59.**It is not easy for me to develop an interest in people.	310	2.20	1.31	264	2.42	1.52	-1.90	.06
60. I enjoy mingling with people in a large group.	310	4.06	1.56	264	3.96	1.59	.76	.45
61.**I am intolerant of individuals who deviate from society norms.	306	3.10	1.40	257	3.08	1.40	.20	.84
62. I enjoy meeting new people.	310	5.07	1.06	264	4.95	1.07	1.39	.16
WORK-RELATED LEADERSHIP								
63. I view myself as a professional.	305	4.38	1.54	258	4.44	1.65	- .45	.65
64. Each year brings me closer to my occupational goal.	305	4.37	1.42	257	4.10	1.67	2.10	.04*
65.**I am inconsistent in my work habits.	305	2.54	1.55	257	2.53	1.63	.09	.93
66. I consider myself to be an achiever in life.	305	4.79	1.05	258	4.62	1.24	1.69	.09
67. I am enthused about my work.	305	5.04	1.01	255	4.85	1.10	2.10	.04*
68. I can work persistently for just cause, without giving up or backing off.	305	4.99	.91	257	4.95	.99	.51	.61
69. I like to maintain good interpersonal relations with my co-workers.	305	5.32	.90	256	5.38	.84	- .73	.46
70. I am proficient in my work.	304	5.25	.79	256	5.30	.77	- .82	.41

*Significant at the .05 level
**Negatively stated items. Lower mean scores are more desirable.

TABLE 7 - Comparison of Perceived Leadership Ability Based on Current Residence

LEADERSHIP SKILLS	Living on a Farm			Not Living on a Farm			T-Value	P
	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.		
GENERAL LEADERSHIP								
1. I can motivate people.	181	4.52	.95	393	4.64	.94	-1.31	.19
2.**I am unable to inspire people.	182	2.49	1.22	393	2.40	1.29	.86	.39
3. Other people accept me as a leader.	182	4.27	1.03	392	4.36	1.22	- .79	.43
4. People look to me for advice.	182	4.46	.96	393	4.75	1.02	-3.22	.00*
5. I persevere on a project until it is completed.	182	5.04	1.00	391	5.10	.98	- .69	.49
6. I consider myself a flexible person.	182	5.07	1.00	393	5.18	.86	-1.31	.19
7.**Rarely do I take a chance on a new idea.	182	2.51	1.28	393	2.51	1.30	.00	1.00
8. I am unafraid to research answers to questions which I don't know.	182	4.47	1.53	393	4.25	1.73	1.44	.15
9. People seek guidance from me when they are having a difficult time.	182	4.24	1.17	393	4.51	1.05	-2.82	.01*
10. I believe that my ideas are practical in nature.	182	5.07	.73	393	5.08	.86	- .18	.86
11. I willingly listen to others.	182	5.31	.89	393	5.38	.78	- .97	.33
12.**I find it difficult to consider another person's point of view.	182	2.17	1.34	391	1.98	1.21	1.72	.09
13.**I feel unconfident with my capabilities.	181	2.87	1.59	393	2.71	1.66	1.07	.28
14. I am the type of person involved with professional and community affairs.	182	3.60	1.53	392	3.66	1.69	- .39	.70
15. I am a dependent person.	182	3.86	1.72	392	3.51	1.85	2.15	.03*
16. I am concerned about maintaining good interpersonal relationships.	182	5.13	.93	393	5.23	.91	-1.22	.22
17. I consider myself to be a valuable contributor to the human race.	182	4.71	1.07	393	4.89	.93	-2.08	.04*
18. I enjoy success and strive for it.	182	5.23	.82	392	5.07	1.05	1.80	.07
19. I can see both sides of an argument in question.	182	4.94	.95	393	5.01	.92	- .82	.42
20. I am self-conscious about what I do.	182	4.72	1.21	393	4.62	1.43	.85	.40
21. Making mistakes tends to stimulate worry about making another mistake.	182	3.80	1.46	392	3.76	1.60	.28	.78
22. I am an effective decision-maker.	182	4.57	.97	393	4.54	1.06	.35	.73
23. I understand that other people have feelings, motives, and goals of their own.	182	5.54	.73	393	5.60	.68	- .91	.36
24. I enjoy sharing information with others.	182	5.34	.77	393	5.39	.78	- .74	.46
25. Other people can depend on me to accomplish a task for them.	182	5.26	.81	392	5.42	.75	-2.24	.03*
26. I consider myself to be intelligent.	182	4.99	.90	393	5.11	.84	-1.49	.14
27.**I do not like to be the one to initiate projects.	181	3.41	1.46	392	3.17	1.49	1.81	.07
28. I am a person who is original in my ideas and activities.	182	4.35	1.05	392	4.41	1.10	- .61	.54
29. I have a good sense of humor.	181	5.14	.85	392	5.19	.77	- .67	.50
30. People will confide in me because they consider me to be trustworthy.	182	5.12	.91	393	5.35	.71	-3.30	.00*
31.**I cannot tolerate frustration and delays.	182	3.84	1.41	393	3.86	1.47	- .21	.83
32. I like to see conflicts resolved.	181	5.48	.75	392	5.57	.72	-1.31	.19
33.**Being tolerant of uncertainty is not an essential part of my life.	180	3.38	1.49	379	3.35	1.41	.28	.82
34.**I am a moody person.	182	3.13	1.43	393	3.10	1.57	.22	.83
35. I encourage others to become involved in various projects.	182	4.39	1.15	391	4.32	1.34	.59	.55
36. I use tact in everyday life.	182	4.63	.95	392	4.72	1.03	-1.03	.30
37. I am a cordial person.	181	4.98	.90	389	4.95	.97	.38	.70
38.**I consider myself to be a follower.	181	3.32	1.37	393	3.25	1.56	.49	.63
39.**I felt extra-curricular activities in high school were not a very important part of my life.	182	2.56	1.70	392	2.61	1.84	- .29	.77

TABLE 7 - Comparison of Perceived Leadership Ability Based on Current Residence, Cont.

LEADERSHIP SKILLS	Living on a Farm			Not Living on a Farm			T-Value	P
	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.		
40.**I am often ignored.	182	2.57	1.37	393	2.56	1.43	.01	.99
41. I feel people respect and admire me for the person I am.	181	4.72	.91	392	4.88	.99	-1.89	.06
42. When someone comes to me with a problem, I try to put myself in their shoes so I can better understand the problem.	182	5.02	.87	393	5.12	.93	-1.23	.22
43.**My emotions often get in the way of making a rational decision.	182	3.05	1.48	393	3.17	1.51	- .88	.38
SPEAKING SKILLS								
44. I feel confident to openly promote issues I feel strongly about.	182	4.32	1.32	393	4.42	1.33	- .83	.41
45. I enjoy expressing my ideas on a given issue.	182	4.50	1.19	392	4.54	1.28	- .32	.75
46. I feel at ease in leading a group.	182	3.44	1.57	393	3.68	1.59	-1.67	.10
47.**I have trouble speaking in front of large groups.	182	3.75	1.79	392	3.88	1.78	- .83	.41
48.**I am hesitant to discuss a difficult situation.	181	3.46	1.44	392	3.44	1.57	.20	.84
GROUP LEADERSHIP SKILLS								
49.**When working in a group, I spend more time talking than any other person in the group.	182	2.59	1.33	393	2.47	1.39	.98	.33
50. I am willing to take charge and lead a group.	182	3.75	1.47	393	3.85	1.57	- .76	.45
51.**I am not able to persuade others to respect my point of view.	182	2.71	1.11	392	2.65	1.22	.62	.53
52. Other people accept my ideas.	182	4.48	.78	391	4.52	.91	- .56	.58
53. Making friends and getting along with other people is easy for me.	182	4.75	1.20	393	4.87	1.16	-1.14	.25
54. My ability to convey ideas and convince ideals in the social arena is good.	182	4.01	1.16	393	4.09	1.25	- .69	.49
55. People often seat me at the head of a table in a group discussion.	180	2.92	1.33	387	3.01	1.41	- .77	.44
56. I usually hold back from taking part in the discussion for a short time before I interact.	181	4.48	1.25	393	4.38	1.33	.87	.39
57. Belonging to organizations is important to me.	182	3.56	1.56	393	3.53	1.62	.18	.86
58. Once I begin a project, I feel I must see it through to completion.	182	5.05	1.06	392	5.08	1.13	- .34	.73
59.**It is not easy for me to develop an interest in people.	182	2.33	1.33	393	2.29	1.45	.33	.74
60. I enjoy mingling with people in a large group.	182	4.11	1.50	393	3.97	1.60	1.00	.32
61.**I am intolerant of individuals who deviate from society norms.	180	3.29	1.39	384	2.99	1.40	2.42	.02*
62. I enjoy meeting new people.	182	5.04	.97	393	5.00	1.10	.46	.64
WORK-RELATED LEADERSHIP								
63. I view myself as a professional.	176	4.20	1.60	388	4.50	1.58	-2.11	.04*
64. Each year brings me closer to my occupational goal.	176	4.27	1.44	387	4.24	1.58	.27	.79
65.**I am inconsistent in my work habits.	176	2.52	1.43	387	2.55	1.66	- .16	.88
66. I consider myself to be an achiever in life.	175	4.78	1.03	389	4.68	1.19	.90	.37
67. I am enthused about my work.	175	5.01	1.02	386	4.94	1.07	.79	.43
68. I can work persistently for just cause, without giving up or backing off.	175	4.95	.91	388	4.98	.96	- .29	.77
69. I like to maintain good interpersonal relations with my co-workers.	175	5.24	.90	387	5.40	.86	-2.03	.04*
70. I am proficient in my work.	175	5.19	.76	386	5.32	.78	-1.79	.07

*Significant at the .05 level
**Negatively stated items. Lower mean scores are more desirable.

Respondents who were not living on a farm had a more desirable mean score on eight of the nine statements in which significant differences occurred. Leadership skill statements for which the mean scores showed the greatest amount of significant difference were: People look to me for advice (Farm $\bar{x}$=4.46, Nonfarm $\bar{x}$=4.75); People seek guidance from me when they are having a difficult time (Farm $\bar{x}$=4.24, Nonfarm $\bar{x}$=4.51); and People will confide in me because they consider me to be trustworthy (Farm $\bar{x}$=5.12, Nonfarm $\bar{x}$=5.35).

Comparison by Age

Biographical data revealed a small number of people in some of the age categories; therefore, some of the age categories were combined for analysis purposes. The resulting categories were: 24 and under, 25 - 29, 30 - 34, and 35 and over. One-way analysis of variance was used to test for statistically significant differences in mean scores when comparing age categories. The Duncan's Multiple Range Test was used if a significant difference did occur to determine among which groups that difference occurred.

Table 8 reports the results of the perceived leadership ability of young rural adults comparing age categories. Although persons in the 24 and under age category had more desirable mean scores on 28 of the 70 items, a statistically significant difference was found on only nine items. Of those nine items, the mean score of the 24 and under age category was more desirable on eight. Four of the nine leadership statements for which significantly different means were reported fall under the Group Leadership Skills category. The 24 and under age category had the more desirable mean scores on all four of those items. Mean scores for the 35 and over age category were more desirable on 19 of the 70 leadership skill statements and one of the nine statements reported to have a significant difference.

Leadership skill statements in the General Leadership category on which significant differences of mean scores appeared were: I am the type of person involved with professional and community affairs; I am a dependent person; and I felt extra curricular activities in high school were not a very important part of my life. There were no statements in the Speaking Skills category with differences in mean scores. Group Leadership Skills statements revealing significant differences in mean scores were: Making friends and getting along with other people is easy for me; It is not easy for me to develop an interest in people; I enjoy mingling with people in a large group; and I enjoy meeting new people. Statements in the Work Related Leadership category on which significant differences of mean scores occurred were: Each year brings me closer to my occupational goal; and I consider myself to be an achiever in life.

Data reported in Table 8 also reveals where the differences in mean scores occurred among the age categories for each leadership skill statement. Because of the numerous combinations of differences appearing, a discussion of each will not be presented. However, to assist readers in interpreting the data, one item will be discussed. Consider item 14 - I am the type of person involved with professional and community affairs. The mean score of the 24 and under age category is significantly different than that of the 25 - 29 year olds; and the 24 and under group mean score is significantly different than the 35 and over age category score. There were no significant differences in the mean scores between the 24 and under and 30 - 34 year olds, or among the 25 - 29, 30 - 34, and 35 and over age categories.

TABLE 8 - Comparison of Perceived Leadership Ability Based on Age

LEADERSHIP SKILLS	Age Categories: 24 & Under N	24 & Under $\bar{x}$	25-29 N	25-29 $\bar{x}$	30-34 N	30-34 $\bar{x}$	35 & Over N	35 & Over $\bar{x}$	F-Value	P
GENERAL LEADERSHIP										
1. I can motivate people.	184	4.60	151	4.66	132	4.55	107	4.59	.37	.78
2.**I am unable to inspire people.	184	2.40	152	2.55	132	2.36	107	2.39	.62	.60
3. Other people accept me as a leader.	183	4.24	152	4.41	132	4.26	107	4.47	1.26	.29
4. People look to me for advice.	184	4.70	152	4.66	132	4.58	107	4.66	.40	.75
5. I persevere on a project until it is completed.	183	5.07	151	4.99	132	5.11	107	5.22	1.28	.28
6. I consider myself a flexible person.	184	5.26	152	5.09	132	5.08	107	5.10	1.36	.26
7.**Rarely do I take a chance on a new idea.	184	2.47	152	2.40	132	2.71	107	2.49	1.50	.21
8. I am unafraid to research answers to questions which I don't know.	184	4.28	152	4.20	132	4.37	107	4.50	.79	.50
9. People seek guidance from me when they are having a difficult time.	184	4.43	152	4.37	132	4.52	107	4.36	.60	.62
10. I believe that my ideas are practical in nature.	184	5.00	152	5.11	132	5.07	107	5.17	1.04	.37
11. I willingly listen to others.	184	5.38	152	5.40	132	5.34	107	5.31	.31	.82
12.**I find it difficult to consider another person's point of view.	183	2.01	152	2.04	132	1.92	106	2.24	1.32	.27
13.**I feel unconfident with my capabilities.	183	2.61	152	2.70	132	2.99	107	2.81	1.52	.21
14. I am the type of person involved with professional and community affairs.	183	3.36b	152	3.78a	132	3.62ab	107	3.93a	3.42	.02*
15. I am a dependent person.	184	3.86a	151	3.72ab	132	3.38b	107	3.37b	2.72	.04*
16. I am concerned about maintaining good interpersonal relationships.	184	5.23	152	5.17	132	5.21	107	5.15	.22	.88
17. I consider myself to be a valuable contributor to the human race.	184	4.79	152	4.84	132	4.86	107	4.86	.15	.93
18. I enjoy success and strive for it.	184	5.18	151	5.18	132	5.02	107	5.04	1.08	.36
19. I can see both sides of an argument in question.	184	4.95	152	4.96	132	5.03	107	5.03	.30	.83
20. I am self-conscious about what I do.	184	4.69	152	4.55	132	4.59	107	4.79	.83	.48
21. Making mistakes tends to stimulate worry about making another mistake.	184	3.93	152	3.77	131	3.66	107	3.64	1.12	.34
22. I am an effective decision-maker.	184	4.57	152	4.46	132	4.55	107	4.65	.76	.52
23. I understand that other people have feelings, motives, and goals of their own.	184	5.65	152	5.53	132	5.60	107	5.50	1.35	.26
24. I enjoy sharing information with others.	184	5.40	152	5.37	132	5.41	107	5.28	.66	.58
25. Other people can depend on me to accomplish a task for them.	184	5.41	152	5.38	132	5.33	106	5.34	.30	.83
26. I consider myself to be intelligent.	184	5.07	152	5.07	132	5.05	107	5.11	.10	.96
27.**I do not like to be the one to initiate projects.	183	3.11	152	3.30	132	3.19	106	3.47	1.46	.22
28. I am a person who is original in my ideas and activities.	184	4.49	152	4.34	132	4.34	106	4.33	.80	.49
29. I have a good sense of humor.	183	5.22	152	5.17	132	5.19	106	5.06	1.02	.38
30. People will confide in me because they consider me to be trustworthy.	184	5.38	152	5.26	132	5.22	107	5.21	1.51	.21
31.**I cannot tolerate frustration and delays.	184	3.72	152	3.71	132	4.06	107	4.04	2.52	.06
32. I like to see conflicts resolved.	183	5.55	152	5.54	131	5.57	107	5.48	.37	.77
33.**Being tolerant of uncertainty is not an essential part of my life.	179	3.30	147	3.28	128	3.47	105	3.44	.62	.60
34.**I am a moody person.	184	3.09	152	3.11	132	3.02	107	3.25	.49	.69
35. I encourage others to become involved in various projects.	183	4.40	151	4.24	132	4.27	107	4.48	1.00	.39
36. I use tact in everyday life.	184	4.63	151	4.71	132	4.77	107	4.69	.53	.66
37. I am a cordial person.	182	4.87	149	4.91	132	5.09	107	5.04	1.83	.14
38.**I consider myself to be a follower.	183	3.17	152	3.38	132	3.23	107	3.36	.67	.57
39.**I felt extra-curricular activities in high school were not a very important part of my life.	183	2.20b	152	2.45b	132	2.89a	107	3.09a	7.39	.00*

TABLE 8 - Comparison of Perceived Leadership Ability Based on Age, Cont.

LEADERSHIP SKILLS	Age Categories: 24 & Under N	24 & Under $\bar{X}$	25-29 N	25-29 $\bar{X}$	30-34 N	30-34 $\bar{X}$	35 & Over N	35 & Over $\bar{X}$	F-Value	P
40.**I am often ignored.	184	2.54	152	2.42	132	2.67	107	2.68	1.06	.37
41. I feel people respect and admire me for the person I am.	184	4.87	152	4.82	130	4.91	107	4.69	1.13	.34
42. When someone comes to me with a problem, I try to put myself in their shoes so I can better understand the problem.	184	5.20	152	5.04	132	5.11	107	4.95	1.90	.13
43.**My emotions often get in the way of making a rational decision.	184	3.31	152	3.05	132	3.08	107	2.99	1.37	.25
SPEAKING SKILLS										
44. I feel confident to openly promote issues I feel strongly about.	184	4.47	152	4.32	132	4.30	107	4.48	.72	.54
45. I enjoy expressing my ideas on a given issue.	184	4.60	151	4.59	132	4.45	107	4.40	.85	.46
46. I feel at ease in leading a group.	184	3.59	152	3.63	132	3.42	107	3.80	1.15	.33
47.**I have trouble speaking in front of large groups.	184	4.06	152	3.88	131	3.69	107	3.57	2.08	.10
48.**I am hesitant to discuss a difficult situation.	183	3.58	152	3.50	132	3.23	106	3.41	1.46	.22
GROUP LEADERSHIP SKILLS										
49.**When working in a group, I spend more time talking than any other person in the group.	184	2.54	152	2.51	132	2.50	107	2.48	.05	.99
50. I am willing to take charge and lead a group.	184	3.90	152	3.82	132	3.64	107	3.91	.92	.43
51.**I am not able to persuade others to respect my point of view.	184	2.62	152	2.63	131	2.77	107	2.69	.51	.67
52. Other people accept my ideas.	184	4.59	151	4.40	132	4.50	106	4.53	1.24	.29
53. Making friends and getting along with other people is easy for me.	184	5.03a	152	4.84ab	132	4.68b	107	4.65b	3.27	.02*
54. My ability to convey ideas and convince ideals in the social arena is good.	184	4.15	152	3.92	132	4.03	107	4.16	1.23	.30
55. People often seat me at the head of a table in a group discussion.	181	2.98	151	2.85	131	2.91	104	3.28	2.21	.09
56. I usually hold back from taking part in the discussion for a short time before I interact.	184	4.51	152	4.23	131	4.53	107	4.36	1.69	.17
57. Belonging to organizations is important to me.	184	3.77	152	3.56	132	3.30	107	3.43	2.51	.06
58. Once I begin a project, I feel I must see it through to completion.	183	5.18	152	5.03	132	4.94	107	5.12	1.37	.25
59.**It is not easy for me to develop an interest in people.	184	2.11b	152	2.23ab	132	2.45ab	107	2.54a	2.85	.04*
60. I enjoy mingling with people in a large group.	184	4.43a	152	3.91b	132	3.76b	107	3.75b	7.00	.00*
61.**I am intolerant of individuals who deviate from society norms.	178	3.06	147	2.90	132	3.33	107	3.08	2.29	.08
62. I enjoy meeting new people.	184	5.27a	152	5.05ab	132	4.84bc	107	4.74c	7.47	.00*
WORK-RELATED LEADERSHIP										
63. I view myself as a professional.	180	4.34	148	4.45	131	4.50	105	4.33	.37	.78
64. Each year brings me closer to my occupational goal.	179	4.60a	148	4.23b	131	3.92b	105	4.07b	5.76	.00*
65.**I am inconsistent in my work habits.	179	2.44	148	2.50	131	2.74	105	2.50	.97	.41
66. I consider myself to be an achiever in life.	180	4.90a	149	4.71ab	131	4.55b	104	4.61b	2.84	.04*
67. I am enthused about my work.	178	5.04	148	4.92	131	4.80	104	5.08	1.83	.14
68. I can work persistently for just cause, without giving up or backing off.	179	4.98	149	5.00	131	4.95	104	4.94	.12	.95
69. I like to maintain good interpersonal relations with my co-workers.	179	5.44	148	5.27	131	5.29	104	5.38	1.33	.26
70. I am proficient in my work.	178	5.25	148	5.21	131	5.25	104	5.44	2.03	.11

* Significant at the .05 level
** Negatively stated items. Lower mean scores are more desirable.
abc Means with the same letter are not significantly different.

Comparison by Years of School Completed

Respondents were asked to indicate the number of years of school they had completed. Three groups were formed for analysis purposes--those with 12 years or less; 13, 14, or 15 years; and 16 years or more. One-way analysis of variance and the Duncan's Multiple Range Test were again used to test for statistically significant differences in mean scores among the groups.

The number of years of school completed by the respondents appeared to have the most influence on their perceived leadership ability over any other comparisons made. Table 9 reveals that young adults who have completed 16 years of school or more had a more desirable mean score (higher on positively stated items and lower on negatively stated items) than the other two groups on 46 of the 70 statements and the same mean score as the 13-15 year group on two statements. Respondents with 13-15 years of school completed had a more desirable mean score on 17 leadership statements, while those with 12 years or less had a more desirable score on only nine statements.

A statistically significant difference in mean scores occurred on 36 of the 70 leadership skill statements. Of those 36 significantly different items, the group with 16 years of school or more had a more desirable mean score on 30 statements and the same mean score on one statement as the 13-15 year group. A total of 23 of the 43 statements in the General Leadership category had significant differences in mean scores with the 16 years of school or more group having the more desirable mean score on 18 statements. All five of the statements in the Speaking Skills category had significant differences in the mean scores. The 16 years or more group had the more desirable mean score on all five leadership skills statements. The group with 16 years or more of school had the more desirable mean score on all five statements that were found to be significantly different in the Group Leadership Skills category. Three of the eight items in the Work Related Leadership category were found to have significantly different mean scores among the three groups. The group with 16 or more years of school completed had the more desirable mean score on two of the three items.

Because the number of statements on which mean score differences occurred was so large, each statement will not be listed in this narrative. Table 9 also reveals the results of the Duncan's Multiple Range test showing where the differences occurred among the three groups. These will not be presented in the narrative due to the numerous combinations of significant differences to discuss.

TABLE 9 - Comparison of Perceived Leadership Ability Based on Years of School Completed

LEADERSHIP SKILLS	Years of School Completed: 12 or less N	12 or less $\bar{x}$	13-15 years N	13-15 years $\bar{x}$	16 or more N	16 or more $\bar{x}$	F-Value	P
GENERAL LEADERSHIP								
1. I can motivate people.	204	4.39b	229	4.55b	141	4.99a	18.22	.00*
2.**I am unable to inspire people.	205	2.64b	229	2.47b	141	2.05a	9.55	.00*
3. Other people accept me as a leader.	204	3.93c	229	4.39b	141	4.82a	27.72	.00*
4. People look to me for advice.	205	4.46b	229	4.69a	141	4.87a	7.21	.00*
5. I persevere on a project until it is completed.	203	4.89b	229	5.17a	141	5.22a	6.30	.00*
6. I consider myself a flexible person.	205	5.11	229	5.19	141	5.12	.44	.65
7.**Rarely do I take a chance on a new idea.	205	2.70b	229	2.42b	141	2.38a	3.37	.04*
8. I am unafraid to research answers to questions which I don't know.	205	4.21	229	4.35	141	4.44	.83	.44
9. People seek guidance from me when they are having a difficult time.	205	4.17a	229	4.48b	141	4.71c	10.85	.00*
10. I believe that my ideas are practical in nature.	205	4.96b	229	5.11ab	141	5.19a	3.80	.02*
11. I willingly listen to others.	205	5.33	299	5.43	141	5.30	1.47	.23
12.**I find it difficult to consider another person's point of view.	204	1.99	228	2.07	141	2.06	.24	.79
13.**I feel unconfident with my capabilities.	205	2.99a	229	2.69ab	140	2.54b	3.70	.03*
14. I am the type of person involved with professional and community affairs.	205	3.04c	228	3.69b	141	4.42a	33.11	.00*
15. I am a dependent person.	205	4.00c	228	3.59b	141	3.13a	9.98	.00*
16. I am concerned about maintaining good interpersonal relationships.	205	5.08	229	5.23	141	5.30	2.63	.07
17. I consider myself to be a valuable contributor to the human race.	205	4.64b	229	4.84b	141	5.09a	9.03	.00*
18. I enjoy success and strive for it.	205	4.85b	228	5.29a	141	5.22a	12.01	.00*
19. I can see both sides of an argument in question.	205	4.98	229	5.01	141	4.96	.18	.84
20. I am self-conscious about what I do.	205	4.85a	229	4.71a	141	4.26b	8.60	.00*
21. Making mistakes tends to stimulate worry about making another mistake.	204	3.98a	229	3.83a	141	3.39b	6.36	.00*
22. I am an effective decision-maker.	205	4.42	229	4.61	141	4.64	2.59	.08
23. I understand that other people have feelings, motives, and goals of their own.	205	5.66	229	5.54	141	5.52	2.19	.11
24. I enjoy sharing information with others.	205	5.36	229	5.38	141	5.38	.06	.95
25. Other people can depend on me to accomplish a task for them.	204	5.34	229	5.37	141	5.42	.45	.64
26. I consider myself to be intelligent.	205	4.86b	229	5.16a	141	5.24a	10.62	.00*
27.**I do not like to be the one to initiate projects.	203	3.38a	229	3.30a	141	2.95b	3.89	.02*
28. I am a person who is original in my ideas and activities.	204	4.38	229	4.49	141	4.23	2.55	.08
29. I have a good sense of humor.	205	5.25	227	5.15	141	5.09	1.75	.17
30. People will confide in me because they consider me to be trustworthy.	205	5.27	229	5.32	141	5.22	.78	.46
31.**I cannot tolerate frustration and delays.	205	3.94	229	3.89	141	3.68	1.40	.25
32. I like to see conflicts resolved.	204	5.57	228	5.51	141	5.53	.38	.69
33.**Being tolerant of uncertainty is not an essential part of my life.	202	3.49	219	3.30	138	3.26	1.29	.28
34.**I am a moody person.	205	3.21	229	3.12	141	2.92	1.57	.21
35. I encourage others to become involved in various projects.	204	4.12b	228	4.39a	141	4.60a	6.19	.00*
36. I use tact in everyday life.	205	4.56b	228	4.70ab	141	4.89a	4.78	.01*
37. I am a cordial person.	202	4.90	227	4.92	141	5.12	2.72	.07*
38.**I consider myself to be a follower.	204	3.62a	229	3.29b	141	2.75c	14.67	.00*
39.**I felt extra-curricular activities in high school were not a very important part of my life.	204	3.15a	229	2.32b	141	2.23b	16.02	.00*

TABLE 9 - Comparison of Perceived Leadership Ability Based on Years of School Completed, Cont.

LEADERSHIP SKILLS	Years of School Completed: 12 or less N	12 or less $\bar{x}$	13-15 years N	13-15 years $\bar{x}$	16 or more N	16 or more $\bar{x}$	F-Value	P
40.**I am often ignored.	205	2.85a	229	2.49b	141	2.28b	7.59	.00*
41. I feel people respect and admire me for the person I am.	203	4.77	229	4.86	141	4.87	.56	.57
42. When someone comes to me with a problem, I try to put myself in their shoes so I can better understand the problem.	205	5.09	229	5.15	141	4.99	1.28	.28
43.**My emotions often get in the way of making a rational decision.	205	3.30a	229	3.14ab	141	2.87b	3.46	.03*
SPEAKING SKILLS								
44. I feel confident to openly promote issues I feel strongly about.	205	4.24b	229	4.38ab	141	4.62a	3.57	.03*
45. I enjoy expressing my ideas on a given issue.	204	4.36b	229	4.56ab	141	4.70a	3.23	.04*
46. I feel at ease in leading a group.	205	3.08c	229	3.60b	141	4.36a	30.00	.00*
47.**I have trouble speaking in front of large groups.	204	4.22a	229	3.97a	141	3.07b	19.51	.00*
48.**I am hesitant to discuss a difficult situation.	204	3.68a	228	3.44a	141	3.11b	5.89	.00*
GROUP LEADERSHIP SKILLS								
49.**When working in a group, I spend more time talking than any other person in the group.	205	2.36	229	2.62	141	2.56	1.98	.14
50. I am willing to take charge and lead a group.	205	3.36c	229	3.94b	141	4.28a	17.20	.00*
51.**I am not able to persuade others to respect my point of view.	205	2.78	228	2.64	141	2.56	1.59	.20
52. Other people accept my ideas.	204	4.44	228	4.53	141	4.57	1.06	.35
53. Making friends and getting along with other people is easy for me.	205	4.81	229	4.93	141	4.70	1.63	.20
54. My ability to convey ideas and convince ideals in the social arena is good.	205	3.73c	229	4.14b	141	4.43a	14.92	.00*
55. People often seat me at the head of a table in a group discussion.	203	2.63c	226	3.05b	138	3.39a	13.68	.00*
56. I usually hold back from taking part in the discussion for a short time before I interact.	205	4.40	229	4.40	140	4.44	.06	.95
57. Belonging to organizations is important to me.	205	3.27b	229	3.69a	141	3.69a	4.58	.01*
58. Once I begin a project, I feel I must see it through to completion.	204	4.96b	229	5.24a	141	4.97b	4.16	.02*
59.**It is not easy for me to develop an interest in people.	205	2.48	229	2.16	141	2.26	2.88	.06
60. I enjoy mingling with people in a large group.	205	3.96	229	4.13	141	3.91	1.03	.36
61.**I am intolerant of individuals who deviate from society norms.	195	3.18	228	3.03	141	3.05	.74	.48
62. I enjoy meeting new people.	205	5.00	229	5.11	141	4.88	2.08	.13
WORK-RELATED LEADERSHIP								
63. I view myself as a professional.	200	3.81c	224	4.45b	140	5.21a	36.12	.00*
64. Each year brings me closer to my occupational goal.	199	3.59b	224	4.60a	140	4.61a	30.74	.00*
65.**I am inconsistent in my work habits.	199	2.67	224	2.55	140	2.34	1.81	.16
66. I consider myself to be an achiever in life.	199	4.47b	225	4.88a	140	4.79a	7.61	.00*
67. I am enthused about my work.	197	4.85	224	5.04	140	4.99	1.76	.17
68. I can work persistently for just cause, without giving up or backing off.	198	4.99	225	4.97	140	4.94	.16	.85
69. I like to maintain good interpersonal relations with my co-workers.	198	5.26	224	5.42	140	5.37	1.67	.19
70. I am proficient in my work.	197	5.23	224	5.25	140	5.39	1.85	.16

* Significant at the .05 level.
** Negatively stated items. Lower mean scores are more desirable.
abc Means with the same letter are not significantly different.

CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to assess the perceived leadership ability of young adults residing in rural North Dakota. A total of 578 persons sampled returned questionnaires. In light of the data presented, the following conclusions and implications have been drawn.

The biographical data obtained corresponded very closely with the 1980 census data. About three-fourths of the respondents were between the ages of 20 and 35; slightly over one-half were female; and approximately two-thirds were married. Slightly more than one-half the respondents were raised on a farm, whereas the majority currently resides in a town or city. Almost all respondents completed at least a high school education; two-thirds completed some education beyond high school; and about one-fourth completed a college degree.

Young adults residing in rural North Dakota tended to perceive their leadership abilities to be quite good. Leadership skills in the categories of General Leadership and Work Related Leadership were perceived to be better than those in the Group Leadership Skills and Speaking Skills. The Speaking Skills category was perceived to be their weakest area of leadership. This would indicate that young people need to be provided more opportunities through activities and their educational experiences to develop their speaking skills.

The perceived leadership ability of female respondents in general tended to be higher than male respondents. However, males perceived themselves to have higher leadership ability in the Speaking Skills and Work Related Leadership categories.

The respondents' marital status had only a slight influence on their perceived leadership ability. Although single respondents perceived their leadership ability to be slightly higher than married respondents, a significant difference occurred in only a few skill statements. Whether or not respondents had children living at home was another characteristic that made little difference on perceived leadership abilities. Those with no children living at home tended to perceive their leadership ability to be higher than those with children living at home. There appears to be a relationship between this finding and the finding that single respondents perceived their leadership ability to be higher than married respondents did.

The location where respondents were raised made very little difference on their perceived leadership ability. Respondents raised on a farm had slightly higher perceived leadership ability than those who were not raised on a farm. Respondents who were not living on a farm perceived their leadership ability to be higher than those who live on a farm.

A comparison of respondents' age categories revealed that their ages made little difference on their perceived leadership ability. Persons in the 24 year old and under age category perceived their leadership ability to be higher than other age groups on 40% of the skill statements. However, a significant difference was found on only nine items. Persons in the 35 year old and over category perceived their leadership ability to be higher than persons in the 25-29 and 30-34 age brackets. This may be explained by the fact that more leadership development opportunities have been available in the last few years than there were 15-20 years ago.

The amount of school completed by respondents made more difference on their their perceived leadership ability than any other characteristic studied. The more school completed, the higher the perceived leadership ability. Young rural adults who had completed 16 years of school or more perceived their leadership ability to be higher than those with less schooling. Those who had completed 13-15 years of school rated their level of leadership higher than those completing 12 years or less. This raises the question: Do persons with higher levels of leadership ability pursue higher levels of education, or do high levels of education contribute towards additional leadership skill development? One would assume that higher levels of education contribute to leadership development in that more activities and opportunities are more readily available to those continuing their education.

The findings of this study may serve as a basis for developing leadership programs in the state. The leadership skills statements which the young adults perceived themselves to be lowest in should be given the greatest amount of attention in a leadership development program.

In summary, the greatest amount of difference in perceived leadership ability occurred between sexes (females being higher) and among various levels of school completed (higher leadership among those with higher levels of school completed). A profile of an individual with the highest level of leadership would be: female, single, no children living at home, raised on a farm, not currently living on a farm, 24 years old or less, and has completed 16 or more years of school.

APPENDIX

Cover Letters and Questionnaire

NORTH DAKOTA STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE
FARGO, NORTH DAKOTA 58102

AGRICULTURAL EDUCATION

October 1, 1984

Dear North Dakota Resident:

Have you ever wondered what you can do to contribute toward the development of rural North Dakota? You now have an indirect opportunity by responding to the questions found in this booklet. We at the university have a responsibility to provide services to residents of our state. Programs are developed based on the needs of the people. A rural leadership program may be developed by assessing the needs of people like you. Such a program has the potential of making an immense contribution toward furthering the development of rural North Dakota.

We are asking for your cooperation in answering the questions contained in this booklet. Your response is important to the university program. The questions should be answered by the person to whom the envelope was addressed. Your responses will be combined with those of other people in the state and individual answers will be treated with strict confidentiality.

Because of the cost involved in doing a survey of this nature, we are not able to obtain information from everyone. We have drawn a randomly selected sample from among North Dakota residents between the ages of 18-40. For this reason, it is very important for us to receive this information from you.

When you have completed the booklet, enclose it in the return envelope and mail it to us. If you need additional information or have any questions, you may contact me at the address on the enclosed envelope. I am thanking you in advance for your cooperation.

Sincerely,

Vernon D. Luft

Vernon D. Luft
Professor
Department of Agricultural Education
North Dakota State University

VDL:mme

"Equal Opportunity Employer"

NORTH DAKOTA STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE
FARGO, NORTH DAKOTA 58102

AGRICULTURAL EDUCATION

November 9, 1984

Dear Fellow North Dakotan:

About a month ago you were sent the enclosed material to complete. Because we have not received your response, we are sending you another booklet. It is an attempt to collect research information concerning the leadership of young adults in rural North Dakota.

Your name was randomly drawn to be a participant in the study. Only two percent of the rural North Dakota residents between the ages of 18-40 are being asked to participate. Therefore, it is very important that we receive your cooperation. Your responses will be combined with others and treated with strict confidentiality.

Please complete the enclosed booklet and return it in the self addressed stamped envelope before December 5, 1984. If you have recently completed the previous questionnaire, we thank you for your cooperation and ask that you disregard this request. Thank you for being of assistance to us in conducting this important study.

Sincerely yours,

Vernon D. Luft

Vernon D. Luft
Professor
Department of Agricultural Education

VDL:mme

Enc.

"Equal Opportunity Employer"

NORTH DAKOTA LEADERSHIP QUESTIONNAIRE

The following questions are an attempt to determine the leadership ability of young adults residing in North Dakota. Please be assured that your answers will be treated with strict confidence. The code number you see on this questionnaire is for follow up purposes only, not to single out individual responses.

Please complete the questionnaire by responding to all items. There may be some items in Part III that do not pertain to you, in which case may be left blank. Totally, the questionnaire should only require about 20 minutes of your time.

Part I - Background Information - Please complete each question by checking the one response most appropriate to your personal background.

1. What is your present age?
   _____ a. 19 and under
   _____ b. 20-24
   _____ c. 25-29
   _____ d. 30-34
   _____ e. 35-39
   _____ f. 40 and over

2. What is your sex?
   _____ a. Female
   _____ b. Male

3. What is your marital status?
   _____ a. Married
   _____ b. Never Married
   _____ c. Divorced
   _____ d. Widow
   _____ e. Widower

4. How many children do you have living with you?
   _____ a. None
   _____ b. One
   _____ c. Two
   _____ d. Three
   _____ e. Four
   _____ f. Five or more

5. How many years of schooling have you completed? Circle the highest number of years completed.

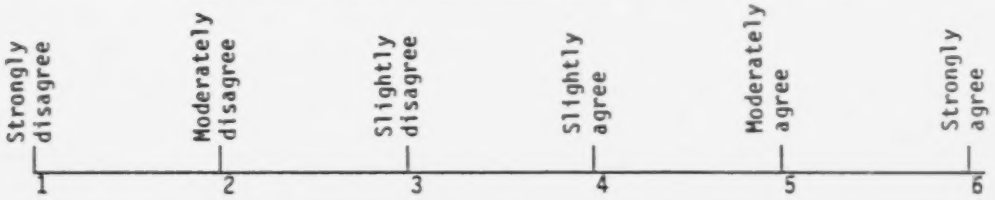
Grade or High School Level												College or Technical School					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18 or more

6. Where were you raised?
   _____ a. On a farm
   _____ b. In the country, but not on a farm
   _____ c. In a town or city

7. Where do you currently live?
   _____ a. On a farm
   _____ b. In the country, but not on a farm
   _____ c. In a town or city

8. What is your present occupation? _____

Part II - Perceived Leadership - Using the scale provided below, respond to each statement by placing the number in the blanks provided that is most descriptive of your feeling toward the statement



General Leadership

____ 1. I can motivate people.
____ 2. I am unable to inspire people.
____ 3. Other people accept me as a leader.
____ 4. People look to me for advice.
____ 5. I perservere on a project until it is completed.
____ 6. I consider myself a flexible person.
____ 7. Rarely do I take a chance on a new idea.
____ 8. I am unafraid to research answers to questions which I do not know.
____ 9. People seek guidance from me when they are having a difficult time.
____ 10. I believe that my ideas are practical in nature.
____ 11. I willingly listen to others.
____ 12. I find it difficult to consider another person's point of view.
____ 13. I feel unconfident with my capabilities.
____ 14. I am the type of person involved with professional and community affairs.
____ 15. I am a dependent person.
____ 16. I am concerned about maintaining good interpersonal relationships.
____ 17. I consider myself to be a valuable contributor to the human race.
____ 18. I enjoy success and strive for it.
____ 19. I can see both sides of an argument in question.
____ 20. I am self conscious about what I do.
____ 21. Making mistakes tends to stimulate worry about making another mistake.
____ 22. I am an effective decision maker.
____ 23. I understand that other people have feelings, motives, and goals of their own.
____ 24. I enjoy sharing information with others.
____ 25. Other people can depend on me to accomplish a task for them.
____ 26. I consider myself to be intelligent.
____ 27. I do not like to be the one to initiate projects.
____ 28. I am a person who is original in my ideas and activities.
____ 29. I have a good sense of humor.
____ 30. People will confide in me because they consider me to be trustworthy.
____ 31. I cannot tolerate frustration and delays.

_____ 32. I like to see conflicts resolved.
_____ 33. Being tolerant of uncertainty is not an essential part of my life.
_____ 34. I am a moody person.
_____ 35. I encourage others to become involved in various projects.
_____ 36. I use tact in everyday life.
_____ 37. I am a cordial person.
_____ 38. I consider myself to be a follower.
_____ 39. I felt extra curicular activities in high school were not a very important part of my life.
_____ 40. I am often ignored.
_____ 41. I feel people respect and admire me for the person I am.
_____ 42. When someone comes to me with a problem I try to put myself in their shoes so I can better understand the problem.
_____ 43. My emotions often get in the way of making a rational decision.

Speaking Skills

_____ 44. I feel confident to openly promote issues I feel strongly about.
_____ 45. I enjoy expressing my ideas on a given issue.
_____ 46. I feel at ease in leading a group.
_____ 47. I have trouble speaking in front of large groups.
_____ 48. I am hesitant to discuss a difficult situation.

Group Leadership Skills

_____ 49. When working in a group, I spend more time talking than any other person in the group.
_____ 50. I am willing to take charge and lead a group.
_____ 51. I am not able to persuade others to respect my point of view.
_____ 52. Other people accept my ideas.
_____ 53. Making friends and getting along with other people is easy for me.
_____ 54. My ability to convey ideas and convince ideals in the social arena is good.
_____ 55. People often seat me at the head of the table in a group discussion.
_____ 56. I usually hold back from taking part in the discussion for a short time before I interact.
_____ 57. Belonging to organizations is important to me.
_____ 58. Once I begin a project, I feel I must see it through to completion.
_____ 59. It is not easy for me to develop an interest in people.
_____ 60. I enjoy mingling with people in a large group.
_____ 61. I am intolerant of individuals who deviate from society norms.
_____ 62. I enjoy meeting new people.

Work Related Leadership

_____ 63. I view myself as a professional.
_____ 64. Each year brings me closer to my occupational goal.
_____ 65. I am inconsistant in my work habits.
_____ 66. I consider myself to be an achiever in life.
_____ 67. I am enthused about my work.
_____ 68. I can work persistently for just cause, without giving up or backing off.
_____ 69. I like to maintain good interpersonal relations with my co-workers.
_____ 70. I feel I am proficient in my work.

Part III - Contribution to Leadership Development - The purpose of this section is to determine the extent to which your involvement in organizations and activities has contributed toward your leadership development. Please complete Section A-N below by writing in the name of the organization or activity in which you participated while in grades 1-12 and/or college and/or out of school. Some examples of organizations are provided as a guide to you, but do not limit yourself to listing only those. Please list an organization or activity only once in sectins A-N. Write out the name of the organization, do not use acronyms or abbreviations. Then respond to the columns by placing a check mark in the response best suited to your participation.

1. A. GRADE 1-12 SCHOOL ACTIVITIES (student government, class officer, athletics, FFA, FHA, 4-H, scouts, church youth groups such as Luther League, Catholic Youth Organization).

Activity or Organization (List below)	Extent to which participation contributed to your leadership development: (check one column for each activity)			
	No contribution	Some contribution	Moderate contribution	Extensive contribution

B. COLLEGE OR POST SECONDARY ACTIVITIES (student government, honoraries, fraternity, sorority, department clubs, church groups, political groups, athletics).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

C. SERVICE AND SOCIAL ORGANIZATION (Rotary, Lions, Jaycees, Kiawanis, League of Women Voters, PTA, Vol. Fire Dept., Garden Clubs, Rodeo Club, Toastmasters).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

D. FRATERNAL ORGANIZATIONS (Eastern Star, Elks, Eagles, Masons, Shriners).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

E. ADVISORY GROUPS (High School Advisory Council, Credit Union, Boards of Trustees).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

F. ELECTED OR APPOINTED OFFICES (City Council, County Commission, School Board, Park Board, Planning Commissions, Church Councils).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

G. BUSINESS ORGANIZATIONS (Chamber of Commerce, Better Business Bureau, Greater North Dakota Association, Commercial Club).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

H. PROFESSIONAL OR OCCUPATIONAL INTEREST GROUPS (American Medical Assoc., American Bar Assoc., ND Education Association, Homemakers Groups, National Farmers Union, Farm Bureau, Commodity Groups).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

I. UNION ORGANIZATIONS (Teamsters, Pipe Fitters, Boilermakers, Assoc. of Machinists).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

J. CHURCH AND RELIGIOUS ORGANIZATIONS (Church Choir, Religious Instructor, Bible Study Group, Committees, Ladies Aide).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

K. CULTURAL ORGANIZATIONS (Theatre Groups, Art Clubs, Community Chorus).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

L. POLITICAL ORGANIZATIONS (Young Democrats, Young Republicans, Political Party).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

M. VETERANS AND PATRIOTIC ORGANIZATIONS (VFW, Daughters of the American Revolution, American Legion).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

N. OTHER (List any other organizations that do not fit categories above).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

O. LEADERSHIP DEVELOPMENT ACTIVITIES (Dale Carnegie Course, Leadership Workshops, Courses, Retreats).

Activity or Organization	Membership (check one)		Extent to which participation contributed to your leadership development: (check one column for each			
	Previous Member	Current Member	No contribution	Some contribution	Moderate contribution	Extensive contribution

2. Considering all the clubs/organizations/activities you have listed above, in how many have you served in each of the following roles?

	Number of Organizations
a. President	_____
b. Vice President	_____
c. Secretary	_____
d. Treasurer	_____
e. Advisory Council	_____

3. If you were to select and rank the three activities or organizations which made the greatest contributions toward the development of your leadership skills, what would those organizations or activities be?

Activity or Organizations (write organization name below)	Length of Participation or Membership	Are you currently a member?
Greatest Contribution 1.		
Second Greatest 2.		
Third Greatest 3.		

Part IV - Willingness to Participate in Leadership Development - Please check the response appropriate to your feelings.

1. Do you feel there is a need for leadership development programs in North Dakota?

_____ a. Yes _____ b. No

2. If a leadership development program were available to you, would you be willing to participate?

_____ b. Yes _____ b. No

Comments:

Please check through your responses to make sure you've answered every question. Thank you for your participation.

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